

MASS. ED21.2:St29/4/986-88 ✓



STATE PLAN
FOR
VOCATIONAL EDUCATION
IN
MASSACHUSETTS
FOR
FISCAL YEARS 1986 - 1988

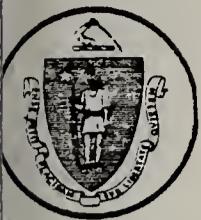
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Dr. John H. Lawson, Commissioner of Education, Secretary



The Commonwealth of Massachusetts Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169
April 25, 1985

LeRoy A. Cornelison
Director
Division of Vocational Education
Office of Vocational and Adult Education
United States Department of Education
400 Maryland Avenue, S.W. ROB-3
Washington, D.C. 20202

Dear Dr. Cornelison:

I have enclosed the Massachusetts Three Year State Plan for Vocational Education for Fiscal Years 1986-1988. The Massachusetts Board of Education voted at their meeting of April 23, 1985 to authorize me to submit this Plan to the United States Department of Education.

The State Job Training Coordinating Council presented a total of seventeen (17) recommendations as a result of their review of the State Plan. The State Board of Education accepted all of these recommendations. Four of these recommendations were incorporated into the State Plan. The other thirteen (13) recommendations are either addressed in the State Plan which the State Job Training Coordinating Council reviewed or are matters which require the further coordinated planning of State agencies.

The State Council on Vocational Education presented comments on the State Plan based on their review. However, the Chairman of the State Council on Vocational Education, in an appearance before the State Board of Education at their April 23, 1985 meeting, declared that the Council would change their comments based on the State Board's decision to examine vocational education in Massachusetts over the next six months.

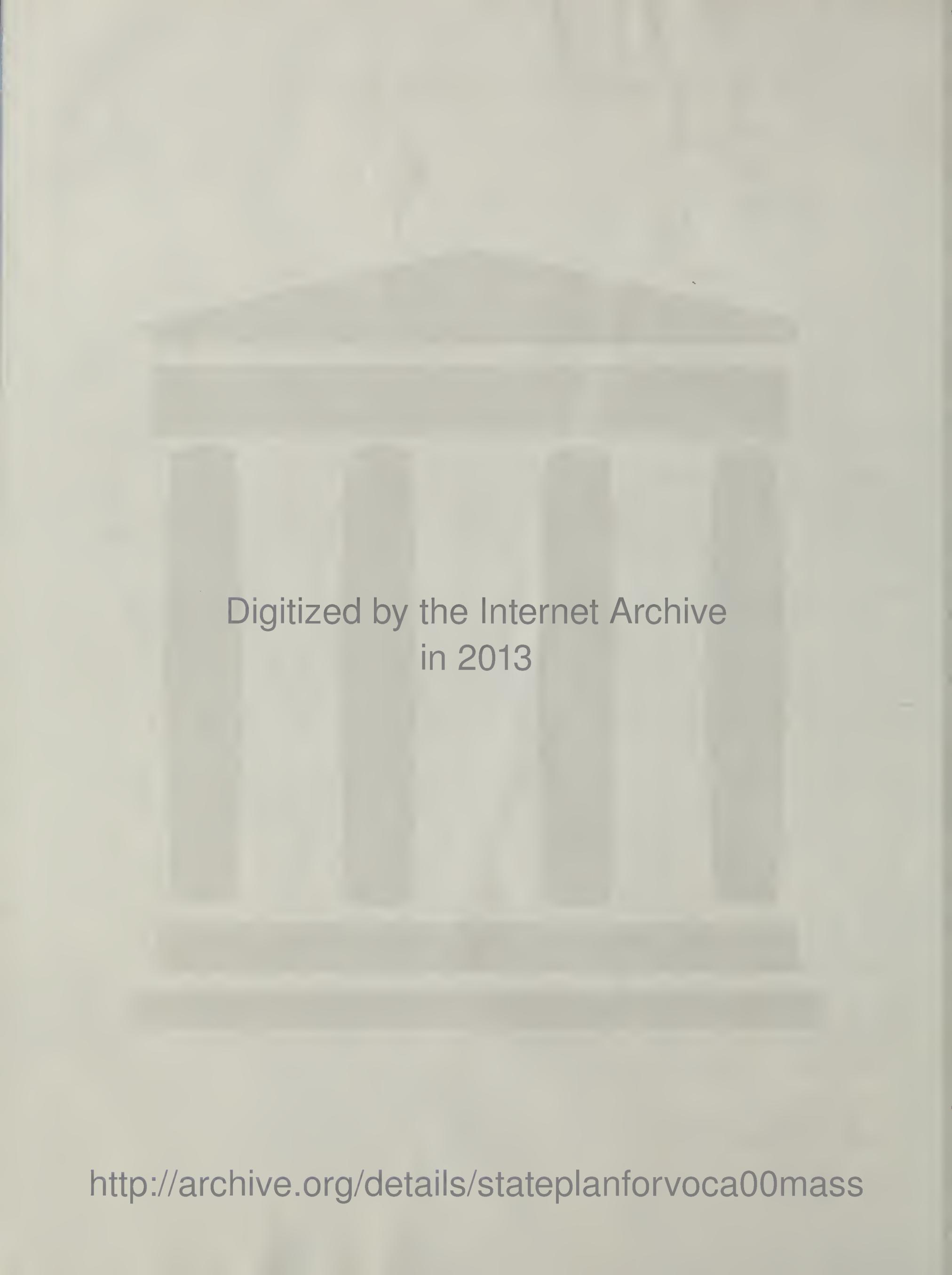
We did not receive comments or recommendations from the State Legislature.

If you have any questions concerning the Three Year State Plan for Vocational Education, please contact David Cronin, Associate Commissioner of Occupational Education for the Massachusetts Department of Education.

Sincerely,

John H. Lawson
John H. Lawson
Commissioner of Education

JHL/mtk

A very faint, large watermark-like image of a classical building with four prominent columns is visible in the background of the entire page.

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STATE CERTIFICATION
COMMONWEALTH OF MASSACHUSETTS

I hereby certify:

1. That the Massachusetts Board of Education is eligible to submit the State Plan for Vocational Education (Massachusetts General Laws Chapter 15, S.1G);
2. That the Massachusetts Board of Education has authority under State Law to perform the functions of the State under the program; (Massachusetts General Laws, Chapter 15, S.1F);
3. That the State legally may carry out each provision of the State Plan For Vocational Education;
4. That all provisions of the Plan are consistent with State Law;
5. That the Commissioner of Education, at the direction of the Board of Education, has authority under State Law to receive, hold, and disburse Federal Funds made available under the Plan;
6. That the Commissioner of Education has authority to submit the Plan on behalf of the Board of Education;
7. That the Massachusetts Board of Education has adopted and formally approved the Three Year State Plan For Vocational Education at a meeting held on April 23, 1985;
8. That the State Plan is the basis for State operation and administration of the Plan;
9. That a copy of the State Plan was placed into the State Intergovernmental Review Process as established by Executive Order 12372. A copy of the Plan was furnished to Gerald St. Hilaire, Assistant Secretary of the Massachusetts Department of Communities and Development on March 5, 1985.

April 25, 1985
Date

John H. Lawson
John H. Lawson
Commissioner of Education

Table of Contents

		Page
1.0	Introduction	
1.1	Authorization: Designation of State Board	1
1.2	Goals and Objectives For Fiscal Years 1986-1988	3
2.0	Administrative Provisions	
2.1	General Application Assurances	16
2.2	Equity	20
2.3	Public Disclosure	26
2.4	Application Review and Appeal Guidelines	28
2.5	Evaluation Procedures	39
3.0	Planning Process	41
3.1	Assessment Process For Three Year State Plan - Fiscal Years 1986-1988	41
3.2	Coordination Efforts 1985-1988	54
3.3	Monitoring, Evaluation and Program Modification	62
3.4	Needs Identified through Assessment For Fiscal Years 1986-1988	64
4.0	Fiscal Considerations	69
4.1	General	69
4.2	Proposed Use of Funds	71
4.3	Priorities For Requests For Proposals	83
4.4	Definition of Economically Depressed Communities	86

Table of Contents (Continued)

	Page
4.5 Formula Allocations	87
4.5.1 Formula Allocations Description	89
4.5.2 FY 1986 Proposed Allocations	93
4.5.3 FY 1987 Proposed Allocations	101
4.5.4 FY 1988 Proposed Allocations	109
 5.0 Employment Needs	 117
5.1 State-wide Labor Market	117
5.2 Sub-state Labor Markets	120
 6.0 Programs and Services For Targeted Populations	 164
6.1 Handicapped	165
6.2 Disadvantaged	169
6.3 Adults	172
6.4 Single Parents and Homemakers	175
6.5 Sex Equity	177
6.6 Criminal Offenders	178
 7.0 Program Improvement, Innovation, and Expansion	 180
7.1 Personnel Development	184
7.2 Curriculum Development	186
7.3 Guidance and Counselling	188
7.4 Vocational Student Organizations	191
7.5 Exemplary and Innovative	196
7.6 Research	197

Table of Contents (Continued)

	Page
8.0 Special Programs	
8.1 Support Programs by Community Based Organizations	199
8.2 Consumer and Homemaker Education	201
8.3 Adult Training, Retraining, and Employment Development	202
8.4 Career Guidance and Counselling	205
8.5 Industry-Education Partnership For Training in High Technology Occupations	207

Appendix A Summary of Recommendations From the Public and Responses of the State Board of Education

Introduction

Commonwealth of Massachusetts
Board of Education
Three Year State Plan
For
Vocational Education

1.1 Authorization

Public Law 98-524, Title I, Part B

"SEC.111.(a)(1) Any State desiring to participate in the vocational education program authorized by this act shall, consistent with State law, designate or establish a State board of vocational education which shall be the sole State agency responsible for the administration or the supervision of the State vocational education program. The responsibilities of the State board shall include-

- "(A) coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this Act pursuant to section 113(b)(9); and
- "(B) the development, in consultation with the State council on vocational education, and the submission to the Secretary, of the State plan required by section 113 and by section 114;
- "(C) consultation with the State council established pursuant to section 112, and other appropriate agencies, groups, and individuals involved in the planning, administration, evaluation, and coordination of programs funded under this Act;
- "(D) convening and meeting as a State board (consistent with State law and procedure for the conduct of such meetings) at such time as the State board determines necessary to carry out its functions under this Act, but not less than four times annually; and
- "(E) the adoption of such procedures as the State board considers necessary to implement State level coordination with the State job training coordinating council to encourage cooperation in the conduct of their respective programs.

Massachusetts Board of Education Policy on Occupational Education

The Massachusetts State Board of Education is the sole agency responsible for the administration of the State Plan and for the supervision of the administration thereof by local education agencies, and has all the necessary power to cooperate with the Department of Education in the administration of the State Plan. Throughout this plan, any reference to "State Board" refers to this official Board. (Legal Reference: Massachusetts General Laws, Chapter 15.)

The Massachusetts State Board of Education, by law, also has planning and policy setting responsibility for occupational and vocational education for the Commonwealth. The State Board recognizes that it shares responsibility with school committees and postsecondary governing boards in its policy efforts to provide leadership, coordination and direction for Occupational Education. The State Board has accepted the challenge to afford all students interested in occupational education with access to such programs regardless of race, color, sex, religion or national origin. The State Board further states in this policy three long-range aims for occupational education in the Commonwealth.

- a) That the development of students' career decisions should be based on knowledge of the world of work, individual potential, educational options, occupational alternatives (including employment and enterprise gained through accurate information and community experience).
- b) That as an integral part of his or her overall education, every student should receive the basic skills, attitudes and knowledge, and preparation necessary for employment in a specific or related occupation, or for private enterprise or further education. That adults should be given the necessary educational opportunities to become satisfactorily employed in a chosen or new occupation.
- c) That the graduates of occupational education programs shall be judged successful if they have acquired the skills necessary to obtain and succeed in a job relative to their career objective or to pursue further education.

To accomplish these aims the State Board deems it necessary to engage in long-range planning and welcomes the opportunity to plan on a three year basis. In developing the three year plan, the State Board has taken into consideration the five year long range plan of the Board of Regents of Higher Education developed for public higher education in Massachusetts.

1.2 Goals For Fiscal Years 1986-1988

The general goal of vocational education in Massachusetts is to use effectively and efficiently all available resources in order to provide vocational training and support services which are of high quality, realistic in the light of actual or anticipated employment needs and which meet the needs, interests, and abilities of the citizens of Massachusetts. Vocational education is offered to those on the secondary and post-secondary school levels, those who have discontinued or completed formal education and are seeking to enter the labor market and those who have already entered the labor market but who need either to upgrade their skills or learn new skills. Particular emphasis is placed upon insuring that vocational education opportunities and complementary services are available to all potential enrollees, including: those with special needs or physical handicaps, disadvantaged, limited-English proficient, racial and ethnic minority students and those wishing to enroll in programs which are considered non-traditional for their sex. The State Board has taken into consideration the goals and objectives of the five-year long range plan of the Board of Regents of Higher Education in recognition of the importance of coordinated planning to both occupational and public higher education.

The goals and objectives of the Three-Year State Plan for Vocational Education during Fiscal Years 1986-1988 are divided into eight major categories: administration, educational equity, improvement of vocational programs, provision of support services, promotion of economic development, coordination with other agencies and organizations, provision of programs for displaced homemakers, and education for employment of youth.

The goals and objectives for this Three Year State Plan are provided in the following section. Public Law 98-524 requires that in the state plans which follow this initial three year period, the state will report on the progress achieved in vocational education and that report will be based in part on achievement of these goals and objectives.

GOAL 1

TO ADMINISTER EFFECTIVELY VOCATIONAL EDUCATION IN MASSACHUSETTS.

This goal includes general administrative activities; research, planning, and evaluation; and other state-wide activities such as information sharing and program coordination.

OBJECTIVES:

- A. To provide a sufficient number of professionally qualified persons for the proper and effective operation of the Division of Occupational Education.
- B. A major objective of state administration of vocational education will be to continue to administer effectively a system for statewide evaluation of vocational education programs: to assist eligible recipients in improving the quality of their vocational programs, to determine the degree to which vocational programs comply with state and federal mandates and to assess the degree of student success in vocational programs. The activities which shape this evaluation process will be to:
 1. Continue the five year cycle of on-site evaluations of all approved vocational programs.
 2. Monitor all programs funded under Public Law 98-524 to measure the degree to which programs are operated according to the approved proposal and application.
 3. Utilize a variety of techniques to conduct evaluations of programs funded under Title II, Part B (Program Improvement) and Title III, Parts C (Adult Training and Retraining) and E (Industry-Education Partnerships). Examples of such techniques include follow-up questionnaire, on-site observation, and product review.
 4. Provide technical assistance to eligible recipients in preparing reports.
 5. Monitor the placement records and follow-up results of vocational programs on the secondary, postsecondary, and adult levels.
 6. Conduct special follow-up studies of completers of secondary, postsecondary, and adult vocational programs.
 7. Provide technical assistance to eligible recipients in using the results of evaluations to influence program planning.

8. Assess and analyze the satisfaction of employers with graduates of vocational education programs.

C. Initiate activities to improve state and local administration of vocational education programs.

1. Promote development of local expertise in the utilization of labor market data and the conduct of employer surveys to insure that local labor needs are met.
2. Increase the level of involvement of local business, labor and industry representatives to insure that skills training programs lead to realistic employment opportunities for graduates.
3. Promote staff development activities for state and local personnel to increase the skills and knowledge of instructors, counselors, and administrators.

GOAL 2

TO INCREASE OPPORTUNITIES IN VOCATIONAL PROGRAMS WHICH ARE OF HIGH QUALITY AND REALISTIC IN TERMS OF EMPLOYMENT DEMAND WHICH MEET THE NEEDS, INTERESTS, AND ABILITIES OF ALL CITIZENS, HAVE EQUAL ACCESS FOR ALL AND WILL ENSURE THAT ALL STUDENTS (PARTICULARLY MINORITIES, FEMALES, LIMITED-ENGLISH PROFICIENT, HANDICAPPED, DISADVANTAGED) ARE AFFORDED EQUAL ACCESS TO VOCATIONAL EDUCATION PROGRAMS.

OBJECTIVES:

- A. Continue to support the delivery of vocational education programs for individuals on the secondary level, those who have discontinued or completed formal education and are seeking to enter the job market, those who have already entered the job market but who need either to upgrade their skills or learn new skills and those with special needs.
- B. Support vocational education programs for economically disadvantaged youth. Support exemplary vocational education programs for economically disadvantaged youth in areas of high unemployment and high rates of school dropouts.
 1. Support strategies for the selective mainstreaming of economically disadvantaged school dropouts into regular vocational education programs.
- C. Expand vocational education programs for minorities, females, handicapped and disadvantaged students and those with limited-English proficiency.

1. Provide special supportive services for priority populations including peer support groups, tutors, adapted equipment, curriculum and other learning materials.
2. Develop and implement inservice education programs to assist vocational education and guidance personnel to increase their skills in working with priority populations.

D. Develop, implement, and assess activities and/or services to overcome race, sex and language discrimination and stereotyping in vocational education.

1. Continue to provide inservice training for state staff in techniques to assist local education agency staff in eliminating race, sex and language discrimination and stereotyping in vocational education.
2. Continue to develop, disseminate, and evaluate materials and other resources for local educators to assist in overcoming race, sex and language discrimination and stereotyping.
3. Continue to support research and curriculum development efforts to reduce race, sex and language discrimination.
4. Continue to provide support to local education agencies which develop exemplary demonstration programs for the elimination of sex discrimination and sex bias in vocational education.
5. Support activities which eliminate race, sex and language stereotyping in curriculum, counseling, instruction and placement of students.
6. Continue to utilize data on the admission and enrollment of students in vocational education in order to assess local level attempts to eliminate underrepresentation of sex, race and language populations in programs.
7. Continue to implement the Admissions Plan policies and procedures.
8. Continue to encourage and support model projects to enroll students in skills training programs considered non-traditional for their sex.
9. Continue to provide technical assistance to school districts to improve their recruitment strategies for underserved populations.

10. Continue to require all federal grant applications to include objectives to reduce and eliminate race, sex and language bias.
11. Continue staff development programs, workshops and conferences presenting strategies for recognizing and eliminating race, sex and language bias in vocational education programs.

The purpose of this goal is to foster the development and implementation of uniform standards in all vocational education programs; to promote, support, and improve the quality of professional development; to increase students' competence and career decision-making skills; to support the development and utilization of up-to-date curricula and other instructional materials; and to meet employment needs in new occupational areas.

OBJECTIVES:

A. Support personnel development activities to improve and upgrade the competencies of vocational education personnel.

1. Expand the competency testing program for vocational teacher applicants to include all trade and technical fields and to increase the supply of items in the test bank to ensure valid and reliable testing;
2. Initiate the development and administration of basic skills testing to cover the communication skills of reading and writing for vocational teacher applicants;
3. Develop an intensive Vocational Teacher Awareness Training program for new teachers;
4. Upgrade the basic academic proficiency of current and potential vocational teachers in the communication skills;
5. Improve the knowledge and skills of current and potential vocational teachers in the areas of science and mathematics;
6. Design strategies for the recruitment of new

vocational teachers including cooperative arrangements with business and industry;

7. Encourage summer work experiences to update the knowledge and skills of practicing vocational teachers;
8. Promote professional development of vocational educators through annual conferences and seminars to update occupational, technological, and pedagogical skills as well as the sharing of promising practices;
9. Monitor the continuing development and administration of performance based vocational teacher education at approved institutions of higher education.

B. Promote the development and utilization of quality instructional materials and curricula for vocational education.

1. Continue the activities of the statewide Vocational Curriculum Resource Center with the emphasis upon the collection and dissemination of current vocational curricula and related materials and the inservice training of current and prospective vocational educators;
2. Provide for an assessment of the current educational and technological quality of vocational curricula to enable students and teachers to meet the challenges of increased technological demands of the workplace;
3. Conduct dissemination workshops for The Competency Based Vocational Education curricula now under development;
4. Design and disseminate a safety training curriculum for vocational students across all instructional areas;
5. Expand the development and field testing of curriculum materials that relate mathematics and science principles to vocational-technical subjects and advance the process of articulation between secondary and postsecondary technical programs;
6. Support the activities of the technical committees which are described in this plan, especially the development of new curricula which may follow from the results of the work of these committees.

C. Support research, demonstration and dissemination of innovative vocational education programs and services.

1. Develop and field test model instructional programs in which students in vocational-technical schools learn, through a systems approach, the principles which underlie the operation of modern machinery and equipment utilized in technology-dominated occupations;
2. Develop and field test a model instructional program in which 11th and 12th grade students in a comprehensive school learn, through a systems approach, the principles which underlie the operation of modern machinery and equipment utilized in technology-dominated occupations;
3. Develop and field test instructional programs in new and emerging occupational areas;
4. Expand occupational offerings in rural or in economically depressed areas to reflect labor market demand or an opportunity to attract new industries;
5. Demonstrate the effective operation of communications and telecommunications equipment in vocational programs;
6. Demonstrate the effective application of interactive instructional technology (e.g. videodisc and microcomputer) to vocational programs;
7. Conduct follow-up studies of completers of vocational education programs in four 'streams':

secondary
postsecondary (Chapter 74)
community college
adult

8. Support studies of the satisfaction of employers with graduates of vocational education programs.
9. Continue the analysis of the utilization of local program advisory committees.
10. Support a study of safety and health needs by specific occupations as applied to program evaluations, administrative concerns, and the training needs of vocational students.
11. Continue the analysis of new and emerging occupations for relevance to vocational education.

for relevance to vocational education.

12. Continue the analysis of current occupational instructional areas which require such research based upon indications from evaluation findings.

GOAL 4

TO PROVIDE SUPPORT SERVICES TO CURRENT OR POTENTIAL ENROLLEES IN VOCATIONAL EDUCATION PROGRAMS.

The purpose of this goal is to promote informed training and career choices; to enable vocational guidance counselors to provide sound counseling to a broad range of persons; to promote the coordination of vocational guidance and counseling with the businesses, industries and professions which employ the graduates of vocational education programs; and to encourage the formation of peer and group counseling activities to retain students enrolled in programs that are non-traditional for their sex.

OBJECTIVES:

- A. Increase the availability and scope of vocational educational guidance and counseling services and materials.
 1. Support vocational guidance programs at regional vocational technical high schools and comprehensive high schools to meet the needs of secondary, postsecondary, and adult learners.
 2. Continue to support the development of appropriate and effective assessment techniques to determine an individual's specific learning needs as related to a vocational education program.
 3. Provide technical assistance to schools in identifying, selecting and adopting successful guidance and counseling practices and programs.
 4. Encourage the use of peer counseling in support of formal guidance and counseling services.
- B. Increase the availability of placement services for vocational education students.
 1. Support projects that will result in effective placement services for vocational education students.
 2. Promote successful placement programs through

dissemination efforts.

C. Support vocational student organizations as an integral part of vocational education programs.

1. Support activities of state vocational student organizations that are integrated into regular vocational education programs.

GOAL 5 TO DEVELOP AND IMPLEMENT VOCATIONAL PROGRAMS AND/OR SERVICES THAT PROMOTE ECONOMIC DEVELOPMENT WITHIN MASSACHUSETTS INCLUDING SHORT TERM SKILLS TRAINING, ADULT SKILLS' DEVELOPMENT, ENTREPRENEURSHIP TRAINING ACTIVITIES, INDUSTRY-EDUCATION PARTNERSHIPS, AND APPRENTICESHIP PROGRAMS.

OBJECTIVES:

A. Support programs that have a positive impact on economic development within Massachusetts.

1. Coordinate with other state agencies, especially Economic Affairs/Commerce and Development to support programs designed to attract business and industry to Massachusetts and to meet employment needs through short-term skills training and apprenticeship programs.
2. Collaborate with the Department of Labor and Industries, Division of Apprenticeship Training to improve course offerings and increase enrollments and retention of women and minorities in apprentice training programs.
3. Provide technical assistance to eligible recipients to develop and implement entrepreneurship and small business management programs.
4. Encourage programs which will provide learning experiences to all students while emphasizing the use of school and/or community resources.
5. Encourage the development of industry-education partnerships to meet the training and retraining needs of adults.
6. Request the advice and judgment of business and industry representatives relative to emerging occupations and their requisite skill levels and relevance to vocational education.

- B. Provide information and related support to other state agencies or organizations concerned with economic development activities.
 - 1. Share information about vocational education programs, services and activities with the agencies and organizations involved in economic development activities, especially the retraining of dislocated workers and efforts to attract new business and industries to economically depressed areas.
 - 2. Provide support to efforts to assist the most economically depressed areas of the state to raise employment and occupational competencies of its citizens.
 - 3. Share current research, information, and curricula in new and emerging occupations which may be available from regional and national networks in vocational education.

GOAL 6 TO FOSTER EFFICIENT AND EFFECTIVE COORDINATION BETWEEN VOCATIONAL EDUCATION PROGRAMS AND OTHER EDUCATION AND TRAINING PROGRAMS TO IMPROVE THE TRANSITION PROCESS.

OBJECTIVES:

- A. Encourage coordination among eligible recipients to reduce and eliminate unwarranted duplication of programs.
- B. Support the Massachusetts Occupational Information Coordinating Committee which involves the coordinated efforts of these four agencies to collect and disseminate occupational demand and supply data and information about training opportunities to users and to the public.

Division of Occupational Education
Division of Employment Security
Secretary of Economic Affairs
Massachusetts Rehabilitation Commission

- C. Encourage coordination between eligible recipients and Private Industry Councils organized under the Job Training Partnership Act through local planning, information, facility, and other resource sharing.
- D. Promote program articulation between secondary and postsecondary vocational education programs so that students may receive advanced standing for competencies achieved on the secondary level.
- E. Support and demonstrate cross-agency coordination through the Coordination Committee for Public Law 98-524 as described in this plan and as follows:

Division of Occupational Education, Department of Education

Division of Special Education, Department of Education

Division of Apprenticeship Training, Department of Labor and Industries

Office of Training and Employment Policy, Secretary of Economic Affairs

Massachusetts Rehabilitation Commission

Board of Regents of Higher Education

State Advisory Council on Vocational-Technical Education

F. The Department of Education's Division of Occupational Education will work with the Office of Training and Employment Policy to share resources and expertise on the provision of equity and access to local training activities.

GOAL 7 TO PROVIDE FOR VOCATIONAL EDUCATION AND TRAINING ACTIVITIES THAT WILL FURNISH SINGLE PARENTS AND DISPLACED HOMEMAKERS WITH MARKETABLE SKILLS

OBJECTIVES:

- A. Develop, implement, and assess specialized training programs for single parents and displaced homemakers which provide skill training in high demand occupations.
- B. Coordinate these skill training programs with the Multi-Purpose Service Centers for Displaced Homemakers operated by Bay State Skills Corporation and other appropriate agencies and organizations to ensure that these target populations receive counseling and other necessary support services.

GOAL 8 TO OVERSEE THE IMPLEMENTATION OF THE BOARD OF EDUCATION'S RECOMMENDATIONS RELATING TO THE EDUCATION FOR EMPLOYMENT OF YOUTH IN THE COMMONWEALTH.

OBJECTIVES:

- A. Establish collaboration strategy with other state agencies for planning and coordinating programs that prepare youth for employment.
- B. Participate in the development of a state-wide policy and implementation plan for unemployed, out-of-school and at-risk youth.
- C. Assist school districts to coordinate with other community agencies to identify out-of-school youth and to develop employment preparation programs and services for this group.
- D. Ensure that all students have equal access to employment preparation programs regardless of race, ethnic background, gender, or handicap.
 - 1. Encourage underrepresented groups to enter non-traditional fields.
 - 2. Assist school districts to target information on careers in non-traditional fields to populations

which historically have been underrepresented.

3. Assist school districts to develop bias-free employment preparation material.

E. Support the development and provision of opportunities for work experience, job placement upon graduation, and assistance with school-to-work transition for secondary school students.

F. Encourage each school district to develop school-business partnerships which will address local education, training and employment needs.

1. Obtain the assistance of the employment community, to provide accurate information about job requirements.
2. Obtain the commitment of the employment community to provide work experience opportunities on a consistent basis to secondary school students.

2.1 GENERAL APPLICATION ASSURANCES

The State Board makes the following assurances contained in Title I, Part B of Public Law 98-524:

- (1) that the State board will comply with the requirements of titles I, II, III, and V of this Act;
- (2) that the State will comply with the distribution of assistance requirements contained in section 203;
- (3) that, to the extent consistent with the number and location of individuals described in clauses (1) and (2) of section 201 (b) in the State who are enrolled in private elementary and secondary schools, provision is made for the participation of such individuals in the vocational education program assisted under Part A of title II of this Act;
- (4) that the State will distribute at least 80 percent of the funds made available for parts A and B of title II to eligible recipients, or combination of eligible recipients, except that the State will distribute 100 percent of the funds available for clauses (1) and (2) of section 202, relating to the disadvantaged and the handicapped, to eligible recipients in accordance with section 203 (a);
- (5) that, in the use of funds available for single parents and homemakers under section 201 (b)(3), that the State will emphasize assisting individuals with the greatest financial need, and that in serving homemakers the State will give special consideration to homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment;
- (6) that the State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex;
- (7A) that the State will develop measures for the effectiveness of programs assisted under this Act in meeting the needs identified in the State plan, including evaluative measurements such as -
 - (i) the occupations to be trained for, which will reflect a realistic assessment of the labor market needs of the State;
 - (ii) the levels of skills to be achieved in particular occupations, which will reflect the hiring needs of employers;

- (iii) the basic employment competencies to be used in performance outcomes, which will reflect the hiring needs of employers;
- (7B) the State will, as a component of the measures under subclause (A) of this clause, establish appropriate measures for evaluating the effectiveness of programs for the handicapped assisted under this Act; and
- (7C) provide assurances that the State will evaluate not less than 20 percent of the eligible recipients assisted within the State in each fiscal year;
- (8) that the vocational education needs of those identifiable segments of the population in the State that have the highest rates of unemployment have been thoroughly assessed, and that such needs are reflected in and addressed by the State plan;
- (9) that the State board will cooperate with the State council on vocational education in carrying out its duties under this part;
- (10) that none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization;
- (11) that for each fiscal year, expenditures for career guidance and counseling from allotments for title II and part D of title III will not be less than the expenditures for such guidance and counseling in the State for the fiscal year 1984 assisted under section 134 (a) of the Vocational Education Act of 1963;
- (12) that Federal funds made available under this Act will be used so as to supplement, and to the extent practicable increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses specified in the State plan, and in no case supplant such State or local funds;
- (13) that the State will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to eligible recipients under this Act); and

- (14) that programs of personnel development and curriculum development will be funded to further the goals identified in the State plan.
- (15) That the State will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available including occupational specific courses for study, cooperative education, and apprenticeship programs, (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan, and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

The State Board makes the following assurances contained in Title III, Part C of Public Law 98-524:

- (1) that programs funded under this Part
 - (A) are designed with the active participation of the State council established pursuant to section 112;
 - (B) make maximum effective use of existing institutions, are planned to avoid duplication of programs or institutional capabilities, and to the fullest extent practicable are designed to strengthen institutional capacity to meet the education and training needs addressed by this part;
 - (C) involve close cooperation with and participation by public and private sector employers and public and private agencies working with problems of employment and training and economic development; and
 - (D) where appropriate, involve coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act.

The State Board makes the following assurances contained in Title III, Part E of Public Law 98-524:

- (1) that funds received under this part will be used solely for vocational education programs designed to train skilled workers and technicians in high-

technology occupations (including programs providing related instruction to apprentices) and projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes;

- (2) that to the maximum extent practicable, funds received under this part will be utilized in coordination with the Job Training Partnership Act to avoid duplication of effort and to ensure maximum effective utilization of funds under this Act and the Job Training Partnership Act;
- (3) that except as provided in subsection (c), not less than 50 per centum of the aggregate costs of programs and projects assisted under this part will be provided from non-Federal sources, and not less than 50 per centum of such non-Federal share of aggregate costs in the State will be provided by participating business and industrial firms;
- (4) programs and projects assisted under this part will be coordinated with those assisted under title II, and to the maximum extent practicable (consistent with the purposes of programs assisted under title II), supportive services will be so organized as to serve programs under both titles; and
- (5) programs and projects assisted under this part will be developed with the active participation of the State council established pursuant to section 112.

Massachusetts Board of Education.

4/25/85
Date

John H. Lawson
John H. Lawson
Commissioner of Education

2.2 Equity

I. Policies For Promoting Educational Equity

POLICIES AND PROCEDURES FOR INSURING EQUAL ACCESS TO VOCATIONAL EDUCATION FOR ALL INDIVIDUALS, ESPECIALLY THOSE WHO ARE MINORITIES, DISADVANTAGED, HANDICAPPED, LIMITED- ENGLISH- PROFICIENT, FEMALES AND MALES ENTERING NON-TRADITIONAL OCCUPATIONS, ADULTS IN NEED OF TRAINING AND RETRAINING, SINGLE PARENTS OR HOMEMAKERS, AND INDIVIDUALS INCARCERATED IN CORRECTIONAL INSTITUTIONS.

A. Policy Statement

1. It is the policy of the Board of Education of the Commonwealth of Massachusetts that all state residents have right of access to the public schools of the Commonwealth and equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools without regard to race, color, sex, religion, national origin, English language proficiency or handicap. The Board has promulgated regulations to insure this right of access, and requires that the regulations be liberally construed for these purposes. (Chapter 622 of the Acts of 1971, s. 1.01; Chapter 71A; Chapter 766).
2. Furthermore, it is the policy of the Board of Education that equal access to vocational education is especially important, and consequently it has promulgated specific regulations to this end. All state-aided and regulated vocational education programs are required to submit their admissions criteria in writing to the Division of Occupational Education for review. Funding is contingent upon, among other factors, approval of the admissions criteria by the Division. All criteria that discriminate on the basis of sex, race, religion, color, national origin or handicap are prohibited. (Chapter 74 of the General Laws of Massachusetts, Regulations, s. 4.08.1) In addition, the Board specifically regulates the admissions practices of selective secondary vocational schools and programs, requiring that they admit qualified applicants of both sexes and all racial and ethnic groups in numbers proportionate to the existence of each such group in the secondary school population of the geographic area served by the school. (Ch 622, s. 8.01).

B. Personnel

The Division's Bureau of Program Services is staffed with personnel responsible for overseeing all procedures related to equal access for target populations. Full-time staff in the Equity Unit review Admissions Plans and data for selective vocational schools and programs statewide, coordinate the admissions activities of regional staff, serve on the Department-wide Civil Rights Task Force and coordinate the sex equity provisions of P.L. 98-524. In administering the latter, the Bureau works closely with other bureaus (Post-Secondary, Education, Training and Employment, and Research, Planning and Evaluation) to assess and recommend vocational programs and policies which overcome sex discrimination, bias and stereotyping. Additionally, the Equity Unit will work with the respective bureaus in the implementation of two new programs under Title II of the 1984 Vocational Education Act: a single parent and homemaker program, which emphasizes serving displaced homemakers and those in greatest financial need; and a sex equity/young women's program, which targets young women ages 14 to 25 (pursuant to section 201 (g)) to assist them in preparing to support themselves and their families.

C. Procedures

The procedures of the Division of Occupational Education to ensure equal access to public vocational education programs have been developed to comply fully with all state equal educational opportunity laws and regulations, and with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Education of the Handicapped Act, the Office for Civil Rights (OCR) Guidelines for Vocational Education Programs, and P.L. 98-524.

1. Recipients of Federal Vocational Education Funds

- a. All local education agencies which apply for P.L. 98-524 federal vocational education funds allocated by formula are required to submit a Local Plan to the Division of Occupational Education. This plan must assess service to all target populations in each program area and propose procedures for rectifying inadequate service.

- b. All applications and competitive proposals for federal vocational education funds must contain the following before they are considered for processing: projected enrollments for all target populations; a description of recruitment procedures for all target populations; an objective designed to reduce sex/ethnic bias, stereotyping and discrimination; an evaluation procedure for that objective; assurance that curricular materials used in the proposed project will be reviewed for sex/ethnic bias and stereotyping; an assurance that supportive services will be provided for students enrolled in non-traditional programs; and documentation that affirmative action hiring practices will be used.
- c. Staff members of the Division review all Local Occupational Education Plans, including the assessment of service to target populations, using the results of state-agency audits, the computer-generated OCR Compliance Report, and other relevant materials.
- d. Staff members review all applications for federal vocational education funds according to the following procedure:
 - i. The results of the review of the Local Occupational Education Plan are related to the applications for federal funds, and evaluated;
 - ii. The Division's uniform, statewide procedure for developing and reviewing federal applications is observed;
 - iii. The Division's Grants Management Manual, which describes all equity requirements, and offers models and/or examples, is the basis of the review;
 - iv. The Division's Review Standards for P.L. 98-524 Applications lists all requirements in the Manual, including those for equity;
 - v. Each application is reviewed by three staff members. A recommendation to fund requires the signatures of all three reviewers certifying that all requirements have been met; and

- vi. There must be certification, by the signature of the Occupational Education Team Leader, that all equity requirements have been met before funding is recommended.
- e. The Division monitors all federal projects for equity by requiring each funded project to file Quarterly Progress Reports that contain actual enrollment figures for target populations. Further federal funds may be withheld from any project whose actual enrollment figures deviate significantly from projected enrollments. The final report filed for each project reports the gender of all staff hired with federal funds.

2. Selective Secondary Vocational Schools

- a. The admissions policies of these schools, which are the primary deliverers of intensive skills training programs at the secondary level, are monitored closely by the Division. The Bureau of Program Services is responsible for supervising the monitoring of Admissions Plans. The Equity Unit within the Bureau of Program Services is responsible for coordinating statewide monitoring and directs the admissions activities of Admissions Coordinators in each of the six regional education centers of the Commonwealth. These activities focus on providing technical assistance to schools in developing approved Admissions Plans.
- b. An approved Plan includes, among other things, an approved Admissions Policy, approved procedures for review of admissions materials for bias and stereotyping, assurance of the availability of translations of admissions materials in appropriate languages, maintenance of complete admissions files, etc. Once approved, the Plan is incorporated into the instruments used to evaluate Chapter 74 programs, and becomes the standard for evaluating compliance with s. 4.08.1 of the Chapter 74 Regulations.

3. Chapter 74 Programs

- a. The Regulations for Chapter 74 include "admissions criteria" among the ten "approval factors" evaluated by the Division in order to approve programs. The Division's regular evaluation of these programs includes an investigation and evaluation of the conditions of admission.

- b. The Division is extending the Admissions Update process to area comprehensive high schools with five or more Chapter 74 programs. The goal over the next three years is for each such school to develop an approved Admissions Plan.
- c. In accordance with the Massachusetts Methods of Administration in Response to the Office for Civil Rights Guidelines for Vocational Education Programs, the Department of Education has instituted an annual review procedure for the compilation and distribution of a computer-generated Civil Rights Compliance Review. It is a comprehensive analysis of enrollment data for all secondary vocational education programs in the Commonwealth. Each regional education center reviews the data and selects local educational agencies for on-site monitoring.

4. Requests for Proposals - The Division annually issues statewide Requests for Proposals for sex equity projects which stress hands-on exploration experiences for non-traditional students. Other proposals include:

- a. A model strategy to recruit female role models to enter teacher training programs in the trade, industrial and technical fields, including such incentives as support services; and
- b. A joint effort with the Division of Special Education to create expanded occupational education opportunities to handicapped students within comprehensive high schools.

5. Technical Assistance - The Division recognizes that quality technical assistance to schools and staff is critical in achieving educational equity. To this end, in conjunction with school personnel, it develops and disseminates model programs for the recruitment, retention and placement of target populations.

- a. The You Can Do It series, with fact packs and posters translated into several languages, suggests techniques for recruiting Black, Hispanic, limited-English-proficient and handicapped students of both sexes, as well as females and males into non-traditional programs. In addition to background information on the participation of target populations in vocational education, a Recruitment Guide includes step-by-step instructions for conducting various recruitment activities. These include producing a slide-tape, writing press releases, and speaking before parent and employer groups.
- b. Making It Work, a vocational education inservice package focusing on drop-out prevention, was selected as one of ten National Dissemination 1984 Exemplary Product Award recipients. The package, including trainer and participant manuals, is divided into three modules: "Conquering Your Dropout Woes", "Placing Your Vocational Education Students", and "A Blueprint for Student Achievement".
- c. Future Shares: Strategies for Increasing Sex-Fair Educational Practices in Non-Traditional Training Courses, is designed to assist vocational teachers in coping with changes required once non-traditional students are enrolled in their classes.
- d. Admissions Strategies That Work: A Guide for Vocational Educators, presents workable strategies for developing and implementing admissions procedures that are useful, reliable and equitable.
- e. Further technical assistance efforts include in-service training in equity issues at the Annual Fitchburg Conference, assistance in developing equitable admissions policies for selective vocational schools and programs, curriculum development and staff development in competency-based vocational education, and technical assistance in forming and maintaining support groups for non-traditional students.

2.3 Public Disclosure

A. Provision for copies of the State Plan to the Public

The State Board of Education has established policies and procedures to insure availability of copies of the State Plan and all other relevant reports to the public.

Copies will be available in public libraries in the Commonwealth, the office of the Board of Education, the office of the Division of Occupational Education, the office of the State Council of Vocational Education, the six (6) Educational Regional offices throughout the State, the office of the Board of Regents of Higher Education, each local occupational education director's office, each superintendent-director's office, and each private industry council (JTPA) office.

B. Provision for the Dissemination of General Policies, Procedures, Rules and Regulations

Each time the State Board of Education receives, issues or distributes a publication as defined below, the State Librarian is provided with no less than eight (8) copies of each such publication. Three (3) copies are made available for public consultation in the library. The State librarian distributes the other copies provided to the Library of Congress and to each of the regional public libraries in the state as defined by General Laws, Chapter 78, Section 19C.

"Publication" is defined as any document, study, report, directory, rule, regulation, brochure, periodical or newsletter or other printed material regardless of its format or manner of duplication or printing paid for by funds appropriated by the General Court issued in the name of or at the request of any agency of the Commonwealth, or produced and issued as part of a contract entered into by any agency of the Commonwealth regardless of the source of funding, excepting correspondence, blank forms, inter-office memoranda or other printed material for internal office use. In addition, the six (6) state-wide Regional Offices of the State Department of Education are responsible for disseminating general policies, procedures, rules and regulations to local education agencies and other organizations interested in vocational education.

C.

Summary Document for the Public

A capsule version of the Three Year State Plan for Fiscal Years 1986-1988 will be produced for wider dissemination to interested parties and the general public. This concise document will describe the essential elements of the delivery system for vocational education in the Commonwealth and will include enrollment, placement, fiscal, and labor market data in summary form. This "Mini-Plan" will also list the goals and objectives for fiscal years 1986-1988 and describe the coordination mechanisms amongst state and federal sources of support for training youth and adults in Massachusetts. This document will be written in a jargon-free manner which will make the information readily accessible to the general public.

2.4 Application Review and Appeal Guidelines

A. Application Review Guidelines

All applications from school districts for funds distributed through the formula must be submitted to appropriate Regional Education Center prior to the announced deadline. At the Regional Education Center each application is read and evaluated by the Review Team composed of staff from the Division of Occupational Education and, where appropriate, other divisions of the Department of Education. Each member of the Review Team uses a uniform Criteria Review Sheet prepared by the Division of Occupational Education. All approved applications are signed by the Occupational Education Team Leader and submitted to the Regional Center Director. Signed and approved applications are forwarded to the Director of Program Services. The Central Office develops with each regional center a list of applications for approval and disapproval. Final decisions are made by the Associate Commissioner of Occupational Education, who submits the applications recommended for approval to the Board of Education.

Community colleges submit applications for funds distributed through the formula to the Board of Regents for their review and the Board of Regents sends the application to the Director, Bureau of Post Secondary Vocational and Technical Education. These applications are reviewed at the Central Office by a team of readers who make a funding recommendation to the Associate Commissioner. Negotiations on these grant applications are conducted by the Director, Bureau of Post Secondary Vocational and Technical Education who keeps the Board of Regents staff informed.

All proposals submitted in response to state-wide Requests for Proposals are read and evaluated by a central office Review Team (at least one member of which is an educational equity officer). A review criteria form is used by the team members to assign a score to each proposal. A list of all proposals ranked in order of total score, with recommendations for approval and disapproval, is submitted to the Associate Commissioner of Occupational Education. Final decisions are made by the Associate Commissioner, who forwards all proposals recommended for funding to the Board of Education.

No applicant will be informed of any recommendation to approve or disapprove an application prior to action by the Board of Education.

One of the factors in the uniform Criteria Review Sheet that is considered in the evaluation of applications for formula allocation funds is the extent to which the local education agency's application reflects the needs identified in its Local Plan. Each Local Plan will be evaluated for completeness and content. The content of the Local Plan will be assessed according to the information available in such documents as the Chapter 74 Program Audit, the Office for Civil Rights Compliance Reports (enrollment statistics by program by student category), and Admissions Plan Updates.

All grant applications which are recommended for funding by the Division of Occupational Education must be reviewed by the Massachusetts Board of Education at its regular monthly meetings.

When the Board of Education approves a grant to a local education agency, a grant award letter is sent to the recipient. Recipients which are private institutions or non-profit organizations, however, must complete a contract with the Commonwealth of Massachusetts and may not commence grant activities until Commonwealth approval has been granted.

The Chief Administrative Officer of the grant recipient agency must sign the award letter, accepting the terms of the award, and return it within thirty (30) working days to the Associate Commissioner of Occupational Education.

B.

Appeal Guidelines

Local education agencies and others eligible for funding for education programs administered by the Massachusetts Department of Education shall be afforded the opportunity for a hearing in compliance with the General Education Provisions, Education Amendments of 1978 (20 U.S.C. 1231b-2) and EDGAR (Section 100B.401).

Any applicant or recipient agency (hereinafter "applicant") aggrieved by the final action of the Massachusetts Department of Education ("Department"), and alleging a violation of state or federal law, rules, regulations, or guidelines governing the applicable program in:

- 1) disapproving or failing to approve its application or program in whole or part,
- 2) failing to provide funds in amounts in accord with the requirements of laws and regulations, or

3) terminating further assistance for an approved program, and within thirty (30) calendar days of such final action request a hearing. The following rules and procedures shall apply:

- a. The chief executive officer of any applicant agency adversely affected by a Department final action concerning the applicant's funding, application, or project and alleging a violation, as described above, may address a written request for a hearing to: Commissioner of Education, Massachusetts Department of Education, 1385 Hancock Street, Quincy, Massachusetts, 02169 (address subject to change). This written request must be received by the Commissioner's office within thirty (30) calendar days after notification by mail to such applicant of the Department decision being appealed.
- b. The written request for a hearing submitted by an applicant to the Department shall include the following:

1. A statement of the issue(s) being appealed alleging a violation of state or federal law, regulations, or guidelines governing the applicable program, including an itemization of the matters of fact and law upon which the applicant bases its appeal;
2. Copies of all documents, correspondence, data, exhibits, and other information which the applicant intends to introduce at the hearing to support its position; and
3. A list of witnesses whose testimony will be introduced.

Copies of all the above information shall be submitted in triplicate.

- c. The Department shall make available at reasonable times and places to each applicant public records of the Department pertaining to those final actions being appealed.
- d. The Commissioner shall act as or designate a hearing officer for the purpose of conducting the hearing.

- e. Within thirty (30) calendar days after receipt of the written request for a hearing, the hearing office shall hold a hearing on the record and shall review the final action of the Department and all relevant evidence submitted.
- f. The hearing office shall notify the applicant of the time and location of the hearing. Such notification shall be provided at least seven (7) calendar days before the scheduled hearing. All hearings shall be held in the offices of the Massachusetts Department of Education.
- g. The applicant may be represented before the hearing officer by its chief executive officer or other employee duly authorized to appear, or by an attorney. When represented by an attorney, his/her name and post office address must be endorsed upon each document submitted by the applicant.
- h. The applicant may waive oral presentation before the hearing officer and request a decision based solely on the documents provided that the hearing officer may request further written clarification of the documents in question. If oral presentation is elected, the hearing officer may regulate the time allotted for testimony.
- i. The hearing shall be convened by the hearing officer at the time and place previously established. The hearing officer shall have authority to:
 - 1. Rule upon offers of proof and receive relevant evidence.
 - 2. Regulate the course of the hearing.
 - 3. Dispose of procedural requests or similar matters.
 - 4. Reach a final decision of the issue(s) raised by the applicant.
- j. The hearing officer need not observe the rules of evidence observed by courts and shall admit and give probative effect only to reasonably reliable and substantial evidence.

- k. The hearing officer may exclude irrelevant or unduly repetitious evidence. Each party shall have the right to call and examine witnesses, to introduce exhibits, to cross-examine witnesses who testify, and to submit rebuttal evidence. All testimony, evidence, and exhibits introduced at the hearing shall constitute the exclusive record for decision.
- l. No later than ten (10) calendar days after the hearing, the hearing officer shall issue a written decision, including reasons therefore and determination of each issue of fact or law necessary to the decision. If the hearing officer determines that the final action of the Department was contrary to Federal or State law, or the rules and regulations and guidelines governing the applicable program, he/she shall rescind such final action and may make any other appropriate corrective order.
- m. Any applicant aggrieved by the failure of the Department to rescind its final action may appeal the final decision to the U.S. Secretary of Education within twenty (20) calendar days after receipt of written notification from the hearing officer. (An applicant for funds under Vocational Education Act may also petition for review in the U.S. Circuit Court of Appeals within sixty (60) calendar days of any continuing appeal.

STATEMENT OF ASSURANCES

The local school district hereby assures the Chief State School Officer that:

A. GENERAL: FOR ALL APPLICANTS FOR ALL STATE AND FEDERAL FUNDS

1. The local school district shall administer each program covered by the application in accordance with the provisions and conditions of all applicable Federal and State statutes, regulations, program plans, and applications.
2. The award of funds for private school programs shall be under the control of the appropriate local school district, and title to property purchased with these funds shall be in the public agency for the uses and purposes provided under the particular grant application(s).

3. The local school district shall use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program. The grant recipient will adhere to the fiscal policy of the State Board of Education as specified in the two documents: "Financial Accounting and Bookkeeping Requirements for State and Federal Funds Awarded by the Department of Education" and "Administrative Requirements for the Application and Approval of Discretionary State and Federal Grants", or subsequent policy of the Board.
4. The local school district shall make reports to the Department of Education, Board and Commissioner as may be required to enable the Department, Board and Commissioner to perform their duties. The local educational agency will maintain such records, including the records required under Section 437 of the General Education Provisions Act, and provide access to those records, as the Department, Board or Commissioner deem necessary to perform their duties.
5. The local school district will provide reasonable opportunities for the participation by teachers, parents, students, other interested agencies, organizations and individuals in the planning for and operation of each program.
6. Any application, evaluation, program plan or report relating to each program will be made available to parents and other members of the general public consistent with the public information requirements.
7. In the case of construction required for the operation of any program: (a) the project must be consistent with the State and Federal requirements for the construction of school facilities, and (b) comply with standards prescribed by the Secretary under Section 504 of the Rehabilitation Act of 1973 and applicable to State laws and regulations in order to ensure that facilities constructed with the use of Federal funds are accessible to handicapped individuals.
8. The local school district has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from education research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects wherever applicable.

9. The local school district ensures equal employment/education opportunities/affirmative action, regardless of race, color, creed, national origin, or sex in compliance with Title IX and Chapter 622, or handicap in compliance with Section 504 of the Rehabilitation Act of 1973.
10. Federal funds shall be used for the purpose of supporting the proposed new and expanded program, and in no case to supplant State and local education funds.
11. The local school district shall take appropriate action to assure the protection and confidentiality of any personally identifiable data, information, and records collected or maintained by it, in accordance with the Massachusetts Student Records Regulations.
12. All teachers, administrators and support personnel hired for this program shall meet those standards of the position for which they have been hired as set by the Massachusetts Department of Education and other applicable State and Federal standards.
13. Check (a) or (b) or both:
 - (a) The Assurance of Compliance with Title VI of the Civil Rights Act of 1964 (Form HEW 441) was previously filed with the U.S. Office of Education and applies to this plan.
 - (b) The activities conducted under this plan during the regular school year activities will be carried out in accordance with the applicable current court order of desegregation plan filed with the U.S. Office of Education (including modifications filed on Form HEW 441B), and all other activities will be carried out on a non-discretionary basis in accordance with the Regulation of the Department (45 CFR 80.3).

B. SPECIAL EDUCATION GRANTS

1. The amounts of non-Federal funds expended for schools operated or supported by the local school district will be maintained at the same level as they would have been maintained if no Federal programs had been approved for these schools.

2. The school committee shall provide children attending private schools at private expense genuine opportunities to participate in the public school special education program, consistent with Paragraph 205.0 and other relevant provisions of the Chapter 766 Regulations.
3. Procedures have been established to assure that all programs to the maximum extent appropriate, are delivered in the least restrictive prototype.
4. Procedures have been established to assure that testing and evaluation materials and procedures utilized for the purposes of education placement of handicapped children will be selected and administered in accordance with Paragraph 213 of the Chapter 766 Regulations, and that no single testing procedure or instrument will be the sole basis of placement for a child in Special Education.
5. The local school district assures that it will maintain a comparability of services to the point that all special needs services either provided by the system or purchased that are offered to children under the jurisdiction of the system will be at least equal to those offered to all other students of the system.
6. All handicapped children of school age (3-21) are currently being served by the local school district; as other children in this age group are identified through mandated child search activities, they will be provided with appropriate educational opportunities. P.L. 94-142 funds will be used for first and second priority (unserved and underserved) children.
7. The local school district shall insure that documentation in support of all parts of this Plan -- administrative, programmatic, and fiscal -- shall be kept on file in one central location. The local school district shall provide such documentation to all authorized Federal and State personnel on request.

C. OCCUPATIONAL EDUCATION GRANTS

1. Vocational education funds used for the handicapped will be consistent with the Education of the Handicapped Act (P.L. 94-142) State Plan.

2. Educational agencies having a selective secondary school must submit and obtain approval of an Annual Admissions Plan update prior to receiving funds.
3. The grant applicant shall maintain its previous year's fiscal effort for vocational/occupational education on either an aggregate or per student basis.
4. The programs, services, and activities covered in a grant application will continue after federal funds decrease or cease, unless the program is terminated with the approval of the Division of Occupational Education.
5. Written approval of the Associate Commissioner for Occupational Education will be obtained prior to extensions of time beyond the expiration of the grant period.
6. All programs, services and activities will be in compliance with the Massachusetts Three Year State Plan for Vocational Education.
7. All applications will be prepared in consultation with representatives of the educational and training resources available in the area to be served and reflects how the proposed activity relates to manpower programs conducted by prime sponsors. Please include the membership of the local advisory council that has been established and has participated in the development of the proposed program.

Fiscal Audit Appeal Procedure

- A. All appeals requests shall be made in writing and addressed to the Commissioner of Education, 1385 Hancock Street, Quincy, Massachusetts, 02169. This written request must be received by the Commissioner's office within ten (10) days after receipt of the written notifications of the program unit's audit resolution.
- B. The request for appeal shall include:
 1. A statement of the issues being appealed, with appropriate supporting documentation;
 2. Copies of all documents, correspondence, data, exhibits and other information which the audited agency intends to introduce in support of its position; and

3. A list of witnesses whose testimony will be introduced. Copies of the above materials shall be submitted in triplicate.

C. The Department of Education shall make available at reasonable times and places to each audited agency public records of the Department pertaining to those audit determinations being appealed or to any review or appeal such audited agency is undergoing.

D. The Commissioner shall act as, or designate, a hearing officer for the purpose of conducting the hearings.

E. Within fifteen (15) working days after receipt of a request for a hearing, the hearing officer shall hold a hearing on the record and shall review the written audit report.

F. The hearing officer shall notify the audited agency of the time and location of the hearing. Such notification shall be provided at least five (5) working days before the scheduled hearing. All hearings shall be held in the offices of the Massachusetts Department of Education.

G. An audited agency may be represented before the hearing officer by its chief executive officer or other employee duly authorized to appear, or by an attorney; when represented by an attorney, his/her name and post office address must be endorsed upon document submitted by the audited agency.

H. The audited agency may waive oral presentation before the hearing officer and request a decision based solely on the documents filed, provided that the hearing officer may request further written clarification of the documents in question. If oral presentation is elected, the hearing officer may regulate the time allotted for testimony.

I. The hearing shall be convened by the hearing officer at the time and place previously established. The hearing officer shall have authority to:

1. Rule upon offers of proof and receive relevant evidence.
2. Regulate the course of the hearing.
3. Dispose of procedural requests or similar matters.
4. Reach a final decision on the issue(s) raised by the audited agency.

J. The hearing officer need not observe the rules of evidence observed by courts and shall admit and give probative effect only to reasonably reliable and substantial evidence.

The hearing officer may exclude irrelevant or unduly repetitious evidence. Each party shall have the right to call and examine witnesses, to introduce exhibits, to cross-examine witnesses who testify, and to submit rebuttal evidence. The hearing office may also introduce exhibits and testimony and cross-examine witnesses. All testimony, evidence and exhibits introduced at the hearing shall constitute the exclusive record for decision.

K. No later than twenty (20) working days after the hearing, the hearing officer shall issue a written decision, including reasons therefore and determination of each issue including corrective action necessary as a result of the decision.

L. The decision of the hearing officer shall be final if grants and contracts are funded exclusively by state monies.

M. The Department of Education will require the audited agency within thirty (30) days:

1. To take whatever corrective action the agency is required to take following its appeal, or
2. To notify the State Education Agency, if federal funds are involved of its intention to appeal to the Federal Commissioner under Section 425 of the General Education Provisions Act.

N. The audit report and related work papers shall be maintained by the Bureau in accordance with federal or state statutes and regulations and the audited agency shall retain grant and contract related documentation for at least seven (7) years unless otherwise provided for in federal or state statutes and regulations, or until completion of any litigation, claim, negotiation audit, audit appeal, or other action involving the records, whichever is later.

2.5 Evaluation Procedures

A major objective of state administration of vocational education will be to continue to administer effectively a system for statewide evaluation of vocational education programs: to assist school districts and community colleges in improving the quality of their vocational programs, to determine the degree to which vocational programs comply with state and federal mandates and to assess the degree of student success in vocational programs. The activities which shape this evaluation process will be to:

1. Continue the five year cycle of on-site evaluations of all approved vocational programs.
2. Monitor all programs funded under Public Law 98-524 to measure the degree to which programs are operated according to the approved proposal and application.
3. Develop customized instruments and procedures to conduct evaluation of programs supported by Public Law 98-524 which are operated by community colleges. These evaluations will be performed jointly with staff members of the Board of Regents for Higher Education.
4. Utilize a variety of techniques to conduct evaluations of programs funded under Title II Part B (Program Improvement) and Title III, Parts C (Adult Training and Retraining) and E (Industry-Education Partnerships). Examples of such techniques include follow-up questionnaire, on-site observation, and product review.
5. Provide technical assistance to eligible recipients in preparing reports.
6. Monitor the placement records and follow-up results of vocational programs on both the secondary and postsecondary level.
7. Conduct special follow-up studies of completers of secondary and postsecondary vocational programs.
8. Provide technical assistance to school districts and community colleges in using the results of evaluations to influence program planning.
9. Assess and analyze the satisfaction of employers with graduates of vocational education programs.

10. Cooperate with other state agencies, particularly the Massachusetts Occupational Information Coordinating Committee, to assess the growth and decline of occupations, the relative employment needs, and the supply/demand match for occupations which are the focus for instruction in vocational education.
11. Develop a survey instrument to be completed by a sampling of vocational teacher trainees in order to evaluate the effectiveness of these training programs.

3.0 THE PLANNING PROCESS FOR VOCATIONAL EDUCATION IN MASSACHUSETTS

Introduction

In order to effectively plan for the delivery of quality vocational education services to the citizens of Massachusetts, the State Board has established an ongoing assessment and planning procedure which is administered through the Division of Occupational Education.

The Division is charged with the responsibility to consider all of the factors that impact upon the delivery of vocational education services to the citizens of Massachusetts and to collect, analyze and disseminate information that will promote the implementation and the modification of quality vocational education programs. The planning system established by the Division consists of a multi-faceted two level approach which incorporates both state-wide and local needs. At the state level, the Division of Occupational Education manages a continual assessment and evaluation process which utilizes national, state and local information. In addition, the Division incorporates assessment and planning information from the local level by requiring annual plans and program reviews and evaluations.

This section of the three year plan presents an overview of the process which the Division has utilized to determine the needs and to set the direction of vocational education in Massachusetts for fiscal years 1986 to 1988. It includes an overview of:

The assessment process for the 1986-1988 plan

The permanent assessment and program modification procedures established and utilized by the Division of Occupational Education, and

The needs identified and the directions planned for vocational education for fiscal years 1986-1988

3.1 The Assessment Process for the 1986-1988 Plan

This section describes the assessment process used by the Division of Occupational Education of the Massachusetts Department of Education for the development of this Three Year State Plan for Vocational Education. The assessment process utilized information collected through the Division's established procedures and, in the spirit of the new Carl D. Perkins Vocational Education Act, it utilized information collected through newly initiated procedures.

In order to determine the needs of vocational education in Massachusetts the Division:

reviewed both state and local archival data;

consulted with the staff of related state agencies and service organizations;

met with advisory committees and representative groups from professional organizations; and

held public hearings and collected written testimony.

Archival Review

To initiate the development of this plan and to set a context for meaningful input from the various constituent communities concerned with vocational education in Massachusetts, the Division of Occupational Education reviewed, analyzed and synthesized data from documents which were concerned with state-wide issues and from documents that projected local needs and plans.

To formulate the major areas of need and to focus the direction of vocational education for the next three years, the Division abstracted information from:

State agency plans, reports and publications

Board of Education policy documents and publications

State reports and publications specific to vocational education

Regional and local reports and publications

In determining the needs of vocational education for Massachusetts the Division of Occupational Education reviewed and analyzed the following documents:

STATE LEVEL AGENCY REPORTS AND PUBLICATIONS

Massachusetts Statistical Trends for the 80's; Massachusetts Division of Employment Security

Massachusetts Employment: Projected Changes 1980 to 1990; Massachusetts Division of Employment Security

80 Job Opportunities for the 80's; Massachusetts Division of Employment Security

The Employment Situation in the Health Services, Biomedical and Biotechnical Industries in Massachusetts; Northeastern University

An Analysis of Metal Machine Industries and Occupations in Massachusetts and the United States; Northeastern University

A Long Range Plan for Public Higher Education in Massachusetts: Phase I

Governor's Coordination and Special Services Plan for the Job Training Partnership Act-Program Years 1984 and 1985

Massachusetts...Creating the Future: Massachusetts Department of Commerce and Development

BOARD OF EDUCATION POLICY DOCUMENTS AND PUBLICATIONS

Board of Education's Policy on Occupational Education

Ten Year Report on the Implementation of the Massachusetts Special Education Law

Adult Basic Education Report for Fiscal Year 1984

Annual Report of the Board of Education 1983-1984

**STATE LEVEL REPORTS AND PUBLICATIONS
SPECIFIC TO VOCATIONAL EDUCATION**

Joint Policy On Occupational Education, State Board of Education and State Board of Regents of Higher Education

State Board of Education Policy on Occupational Education

An Overview of Occupational Education in Massachusetts; Massachusetts Advisory Council on Vocational-Technical Education

Fourteenth Annual Report on Vocational Education in Massachusetts; Massachusetts Advisory Council on Vocational-Technical Education

Employer Satisfaction Study: A Follow-up of Massachusetts Vocational School Graduates

Follow-up Report on Completers of Community College Vocational Programs

A Study of Vocational Teacher Training in Massachusetts

REGIONAL AND LOCAL REPORTS AND PUBLICATIONS

Local Plans for Occupational Education

Comprehensive Evaluation Reports on Local Vocational Education Schools and Programs

Annual Monitoring Reports for Chapter 74

Admissions Policies and Updates for Selective Secondary Vocational Education Schools

Grant Applications for Public Law 94-482 Funding

- Quarterly Progress Reports
- Final Program and Financial Reports

Fifteen Service Delivery Area Job Training Plans - Program Years 1984 and 1985

Displaced Homemakers of the Metropolitan Boston Area: A Descriptive Study of the Population and Its Need for Service

**CONSULTATION WITH RELATED STATE AGENCIES
AND SERVICE ORGANIZATIONS**

In addition to a review of significant state and local documents, the management staff of the Division of Occupational Education consulted with the management and with planning staff of the following state agencies:

Massachusetts Division of Employment Security

Massachusetts Occupational Information Coordinating Committee

Board of Regents of Higher Education

Bay State Skills Corporation

Department of Labor and Industries, Office of the Secretary

Department of Labor and Industries, Division of Apprenticeship Training

Massachusetts Rehabilitation Commission

Secretary for Economic Affairs, Office of Training and Employment

The input of the professional staff from other state agencies who also deliver training assisted the Division in further clarifying the needs in the state that should be addressed with federal funds provided by the Carl D. Perkins Vocational Education Act.

This consultation also focused attention upon the complementary services and activities which are supported

by other state agencies. These services and activities have been reviewed in light of the limited resources available to the state from federal vocational education funds, especially as these resources compare to the identified needs.

MEETINGS WITH ADVISORY COMMITTEES AND REPRESENTATIVE GROUPS FROM PROFESSIONAL ORGANIZATIONS

In order to integrate the needs of the practitioners who are responsible for managing the delivery of vocational education services across the state, managers from the Division of Occupational Education solicited the input of the following groups.

Massachusetts Advisory Council on Vocational-Technical Education

Advisory Committee to Massachusetts Vocational Curriculum Resource Center

Academic Curricula for Vocational High Technology Programs (March and May 1984) An opportunity for educators to focus on the academic needs of secondary vocational technical students

• Massachusetts Commission for Occupational Education

Massachusetts Association of Vocational Administrators

Massachusetts Vocational Association

PUBLIC HEARINGS AND WRITTEN TESTIMONY

SUMMARY

Public Hearings
on the
Development of a Three Year
State Plan For Vocational Education

January 23, 1985 - Springfield

January 25, 1985 - Quincy

Two public hearings were conducted for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the development of a new State plan for vocational education. A notice of these public hearings was published in the Springfield Union and in the Boston Herald.

An article on the Carl D. Perkins Vocational Education Act which advertised the public hearings appeared in the Boston Globe. Public hearing notices were sent directly to the following:

Members of the Board of Education
Bureau Directors
Team Leaders
Regional Center Directors

Superintendents
Superintendent-Directors
Community College Presidents
Community Based Organizations

State Advisory Council on
Vocational-Technical Education
Massachusetts Commission For Occupational
Education
Public Law 98-524 Coordination Committee

Massachusetts Vocational Association
Massachusetts Association of Vocational
Administrators
Massachusetts Association of
Occupational Education Directors
Massachusetts Industrial Education Society

Dr. John Duff, Chancellor
Board of Regents For Higher Education

In addition to the oral and written testimony received at these two public hearings, the public was invited to submit written comments through Wednesday, January 30, 1985. A summary of the Carl D. Perkins Vocational Education Act was provided upon request prior to the hearings and the following material was available at the hearings:

- Summary of Carl D. Perkins Vocational Education Act
- Purpose of Hearings
- Process and Timeline For Development of the Three Year State Plan For Vocational Education
- Outline of State Plan
- Description of the Definition For Economically Depressed Communities
- Public Law 98-524 Fiscal Year 1986 Budget

The following table summarizes the participation in the two public hearings:

	<u>Springfield</u>	<u>Quincy</u>	<u>Total</u>
Attendance	41	77	118
Oral Testimony	17	32	49
Written Testimony	2	24	26

Individuals representing the following types of organizations presented testimony in either oral or written form:

Comprehensive High Schools
City vocational-technical schools
Regional vocational-technical schools
Community colleges
Private Industry Councils
Displaced Homemaker Groups
Public University
Massachusetts Vocational Association
Association of Vocational Administrators
Association of Occupational Education Directors
Vocational Agricultural Teachers Association
Local Advisory Committees
Local Board of Trustees
State Department of Labor and Industries
Advisory Council on Vocational-Technical Education

In addition to the written testimony submitted at the public hearings, 419 individuals or organizations mailed written testimony to the Department. Therefore, we received a total of 445 written documents which contain views and recommendations regarding the development of the State Plan. 377 of this total were signed copies of a form letter in support of a student organization for business education students.

A summary of views presented through this testimony and a response to each is provided as Appendix A to this plan.

PERMANENT ASSESSMENT AND PROGRAM MODIFICATION PROCEDURES

The Division of Occupational Education is mandated to promote quality vocational education programs in Massachusetts. The Division works within the context of legislative intent and under the policy directives of the State Board of Education. It is the responsibility of the Division of Occupational Education to maintain assessment and planning procedures that allow the Department of Education to coordinate program implementation and to measure the impact of programs. The main purpose for the Division's assessment, planning and evaluation activities is to gather information that is useful for modifying and improving vocational education options that are available to the citizens of Massachusetts. The Division of Occupational Education has established procedures that provide continuous, reliable and valid information.

The procedures utilized by the Division are cost effective to the state and they place a minimum burden on local vocational educators. This section of the three year plan will outline the Divisions' established procedures for:

Coordinating Program Implementation, and Measuring Program Impact

COORDINATING PROGRAM IMPLEMENTATION

It is the responsibility of the Division of Occupational Education to promote vocational education and training programs that consider both state and local labor market needs as well as the needs of vocational education students. In order to assess needs at the local level, the Division requires providers of vocational education to submit annual plans that identify needs and that demonstrate coordination at the local level. On the state-wide level, the Division uses job market research from the Division of Employment Security and it coordinates its planning with various programs, organizations and representative groups which demonstrate an interest in vocational education.

Representative programs and groups which the Division coordinates with, include:

The Massachusetts Council on Vocational-Technical Education

The Interagency Coordination Committee

Professional Associations and Advisory Committees for Vocational Education in Massachusetts

The Job Training Partnership Act

The Massachusetts Occupational Information Coordination Committee (MOICC)

Technical Committees

The Board of Regents of Higher Education

THE MASSACHUSETTS COUNCIL ON VOCATIONAL EDUCATION

This Council was initially mandated by the Vocational Education Amendments of 1968 (Public Law 90-576) and continued through two changes of federal legislation as an Advisory Council on Vocational-Technical Education. The Council was established to advise and consult on the development of the State Plan; to evaluate occupational education provided under the State Plan; and to submit an annual report with recommendations.

The Carl D. Perkins Vocational Education Act has redesigned this Council and renamed it the State Council on Vocational Education. There will be 13 members with

seven members drawn from the private sector and six individuals representative of secondary and postsecondary vocational institutions. The Council's expanded duties include advising on the development of the State Plan; consulting on the development of evaluative criteria for vocational education programs; and recommending procedures for the further involvement of business, industry and labor in vocational education programs.

The newly established State Council will also be responsible to evaluate the vocational education program delivery systems assisted under the Perkins Act and the Job Training Partnership Act and to make recommendations on the effectiveness of coordination between the two Acts.

The Division has consulted with the Council during the needs assessment process and has included Council members and staff in the discussions on state plan development and coordination with other federal Acts. The Executive Director for the Council presented written testimony to the Division during the public hearing process and the recommendations of the Council have been incorporated in this Plan.

The Division will continue to consult with the State Council during the further development and the administration of the State Plan for Vocational Education.

INTERAGENCY COORDINATION COMMITTEE

The Division of Occupational Education organized a coordinating committee during the planning process for this three year state plan for vocational education with representatives from the following organizations:

Massachusetts Rehabilitation Commission

Division of Apprentice Training, Department of Labor and Industries

Department of Economic Affairs

Division of Special Education, Department of Education

State Council on Vocational Education

Board of Regents of Higher Education

This coordination committee will provide suggestions and recommendations for bringing about effective articulation between program levels and eliminating unwarranted duplication of effort at the variety of program settings represented by these organizations. This coordination committee will meet during the planning stages and during the period represented by this Three Year State Plan for Vocational Education in Massachusetts.

In addition to this cross-agency coordination committee, there are established internal committees which meet at least once every month to coordinate the activities of the several units of the Department of Education. The Division of Occupational Education is represented on these committees and is thereby provided with an organized forum to conduct the type of joint planning and coordination between the Carl D. Perkins Vocational Education Act and other related federal Acts that is required under Public Law 98-524.

A summary of the results of the first meeting of the coordination committee is provided.

Coordination Committee
Meeting Notes
December 27, 1984

Participants

Division of Occupational Education

David Cronin, Associate Commissioner

Elaine Cadigan, Program Services

Phyllis Lary, Postsecondary

John McDonagh, Planning, Research, and Evaluation

Robert Silberzweig, Financial Management

Division of Special Education

Patricia Ferris, Program Audit and Assistance

Board of Regents of Higher Education

Elizabeth Noyes, Academic Programs

Department of Labor

John Carroll, Apprenticeship Training

Secretary of Economic Affairs

Ernest Gutierrez, Jr., Training and Employment Policy

Rehabilitation Commission

Harvey Evans, Assistant Director

State Advisory Council on Vocational-Technical Education

Lorraine Fine, Research Director

John Ryan, Member

Summary

An overview of the Carl D. Perkins Vocational Education Act (Public Law 98-524) was provided by Dr. Cronin including the particular application of the new legislation to the vocational education structure in Massachusetts. Dr. Cronin noted that the Perkins Act has increased some restrictive elements for federal vocational education funds and, in other areas, presented new flexibility to states.

The timeline for the development of a Three Year State Plan For Vocational Education for Fiscal Years 1986-1988 was outlined to the committee along with a description of the in-state review process. John McDonagh presented the need for coordination related to specific activities and programs which are represented on this committee and in the new federal legislation. In some instances, the need to coordinate involves more than two agencies.

The Division of Occupational Education seeks the assistance of this committee to address the needs assessment required by the Perkins Act and to synchronize our efforts during the period of the Plan.

During the ensuing discussion the following coordination topics were mentioned:

- a. joint evaluations of programs;
- b. development and dissemination of labor market information;
- c. participation in program improvement activities (e.g., Massachusetts Vocational Curriculum Resource Center);
- d. Further identification of the training needs of certain populations;
- e. orientation of constituent groups to other federal Acts (e.g. suggestion of joint presentation to new members of state job training council on Job Training Partnership Act and Carl Perkins Vocational Education Act);
- f. improvement of instruction and competency testing in training programs for various levels/populations;
- g. equipment analysis and related need for local programs to effectively utilize strong advisory committees;

- h. need to clearly identify to the public any state rules or policies which impact operation of programs under federal Acts;

It was agreed that the next mailing to committee members would include: (a) copy of these meeting notes; (b) outline of the Three Year State Plan in development; (c) description of the assessment to be conducted prior to development of the Plan. The committee members agreed to review the needs assessment outline and to provide The Division of Occupational Education with information to address the assessment.

COORDINATION WITH PROFESSIONAL ASSOCIATIONS AND ADVISORY COMMITTEES FOR VOCATIONAL EDUCATION IN MASSACHUSETTS

The Division coordinates with professional associations and advisory committees which have exhibited an interest in vocational education. Many of these associations and committees are listed in the sub-sections, Summary of Public Hearings. This consultation is a continual process which includes daily interaction with representatives of these groups and participation in the association or committee meetings.

The Division has also established state-wide advisory committees of business, industry and labor representatives to validate the curricula development under the Competency Based Vocational Education Project. The Advisory Committee to the Massachusetts Vocational Curriculum Resource Center includes members who represent teachers, administrators, industry, the Job Training Partnership Act, Higher Education and the Department of Education.

COORDINATION BETWEEN THE JOB TRAINING PARTNERSHIP ACT AND THE VOCATIONAL EDUCATION ACT

Background

The coordination requirements of the 1983 Job Training Partnership Act mandate close cooperation between the employment and training system and the education system. In Massachusetts, the Executive Office of Economic Affairs and the Department of Education have built collaborative relationships at both the state level and at the local level.

Throughout the past year, the Massachusetts Department of Education has undertaken a series of development, coordination and technical assistance activities that complement the strategies devised by the Office of Training and Employment Policy (within the Executive

Office of Economic Affairs) in its efforts to implement a comprehensive state employment policy.

The Department has:

Participated with the Executive Office of Economic Affairs in establishing an Educational Task Force.

Collaborated in the development of the request for proposals and in the final recommendations for funding for the Governor's eight percent education coordination grants.

Taken the lead with the Executive Office of Economic Affairs in sponsoring Public/Private Venture's Massachusetts State Employment Initiatives for Youth including the co-funding of four demonstration projects.

Worked with the Task Force on Public School Youth, Education and Employment to advise the State Board of Education, local schools, state agencies and the public on ways to improve programs which prepare young people for employment.

Created a new Bureau for Education, Training and Employment within the Division of Occupational Education with the mission:

1. To oversee the implementation of Board recommendations relating to the education for employment of the youth of the Commonwealth.
2. To coordinate the various initiatives of the Massachusetts Department of Education under the new Job Training Partnership Act (Public Law 97-300).

With its newly hired regional office staff, collaborated with the Office of Training and Employment Policy regional managers in assisting Service Delivery Areas in developing comprehensive planning processes required to respond to the governor's (JTPA 8%) education and coordination request for proposals.

Conducted a workshop for Service Delivery Area staff and made available to Service Delivery Areas technical assistance on developing youth competencies and on youth performance benchmarking.

Collaborated in staff development workshops and in joint meetings with staff from the Office of Training and Employment Policy.

3.2 Coordination Efforts 1985-1988

Coordination of employment and training efforts among various state agencies and educational institutions is one of the major goals of vocational education in Massachusetts. By active participation in the activities of the State Job Training Coordinating Council and the Governor's Youth Coordinating Council, The Division of Occupational Education will work to promote consistent policy and standards and to build a common language concerning education and training for employment.

The Division of Occupational Education will focus its efforts at inter-agency coordination by attempting to increase cooperation and coordination between the Division's new Education, Training and Employment Bureau and the Executive Office of Economic Affairs, Office of Training and Employment Policy.

Through a cooperative agreement which has been established with the Office of Training and Employment Policy, staff of the Division of Occupational Education will provide technical assistance to Private Industry Councils (PICs) and Service Delivery Areas (SDAs) to examine education/employment needs and to develop coherent education and training plans at the local level that will:

Assist in identifying critical employment and training issues in the SDA which demand a coordinated education and training approach.

Assist in assessing resources available from public institutions.

Assist in evaluating the relative strength of these institutions.

Assist in developing a coherent service strategy which draws on the strengths of institutions and represents a unified approach to interrelated issues of education and employment.

Through staff efforts at both the central and local level, the two agencies will work to articulate education and training concerns that will form the basis for annual state-wide funding initiatives under the JTPA 8% set aside for education coordination.

In addition, the Division of Occupational Education, through the Bureau of Education, Training and Employment will:

Work to build and maintain ongoing communications between the education community and the employment and training community.

Identify for Private Industry Council planning committees all area wide educational resources available to them that can lead to joint Private Industry Council/Education coordination and collaboration for developing education and training programs.

Gather information on issues related to education and training of youth for employment and will disseminate such information to educators, to employment trainers, and to other groups interested in promoting education and training for employment.

Assist educational agencies and institutions to work through cooperative organizational arrangements/affiliations to build coalitions to foster an educational marketing area concept for the provision of services.

Provide and/or facilitate technical assistance and training to local school systems and to SDAs in order to facilitate collaboration and program development that will enhance their ability to train special needs populations for employment.

Provide and/or facilitate technical assistance and training to local school systems and to SDAs to improve their ability to clearly define the skills that should be required of young clients in order to prepare them for employment, and to assist them in developing and setting benchmarks and performance indicators for designated youth competencies.

Provide technical assistance and training to school systems, to Private Industry Councils, to the business community and to other organizations in areas dealing with Department of Education initiatives including:

The resources and services available through the State Department of Education.

How to increase their commitment to school dropouts and out-of-school youth.

The preparation of youth for employment.

Also, the bureau will, in collaboration with the Division of Curriculum and Instruction, provide technical assistance and training to school systems, to Private Industry Councils, to the business community and to other organizations in areas dealing with Department of Education initiatives to develop in-school programs and out-of-school programs for:

Dropout prevention (including middle and junior high schools);

Transition from school to work;

Business/Education partnerships;

Alternative education;

Accrediting experiential learning;

Employability programs; and

Developing special outreach services for groups which have traditionally faced discrimination.

Through the efforts of the regionally based staff of the new bureau, each of the 15 Private Industry Councils in the state will have access to the resources of the Department of Education. Particular emphasis will be placed upon coordinating resources within a Service Delivery Area and between the public education and the private sectors. In addition, the Division of Occupational Education will make available to each of the 15 Private Industry Councils within the state, a listing of all programs in their respective Service Delivery Areas which are assisted under the Carl D. Perkins Vocational Education Act.

MASSACHUSETTS OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (MOICC)

There has been established a state occupational information coordinating committee with the following as representatives:

Associate Commissioner
Division of Occupational Education
Massachusetts Department of Education

Associate Secretary
Office of Training and Employment Policy

Secretary of Economic Affairs

Director
Division of Employment Security

Commissioner
Massachusetts Rehabilitation Commission

The basic purpose of the Massachusetts Occupational Information Coordinating Committee (MOICC) is to coordinate the development and use of occupational supply and demand information to meet the needs of planners and administrators of employment and training programs as well as persons engaged in career exploration and job search. As part of this basic effort, the MOICC will encourage and facilitate communication and information exchange between data developers and users as well as providing training and technical assistance to users of occupational and career information.

Among the major activities it is planned that the MOICC undertake are the following:

I. Occupational Supply Data

A major thrust of MOICC's legislative mandate is the development of a comprehensive occupational information system. As part of this effort, MOICC has identified major information gaps pertaining to the labor supply side of the labor market. In order to help alleviate this gap, MOICC will engage in a data collection effort designed to obtain enrollment and completion information by program area from:

- 1) Secondary and postsecondary public vocational education institutions
- 2) Private proprietary schools
- 3) Service Delivery Areas (SDA's) operating programs JTPA (Job Training Partnership Act)
- 4) Community Colleges
- 5) Apprenticeship programs
- 6) Higher education

The information will be compiled, published and distributed to the user community.

II. Job Development Resource Guides

The MOICC and Division of Employment Security research staff will jointly produce Job Development Resource Guides (JDRG). The JDRG's will be broken into two volumes. The first volume will provide employer listings by Standard Instructional Classification code and employment size class for each of the state's major Labor Market Area's. The second volume will be divided into two parts. The first part will identify the state's major growth industries along with the dominant occupations located within these industries. The second part will also identify the major growth occupations in the state and the specific industries in which they are concentrated.

III. Occupational Demand Data/Projections

The MOICC will provide some financial support to the Division of Employment Security for the production of state-wide occupational projections 1982-1995. These projections will update the 1980-1990 projections that are currently available. Projections are probably the single most requested piece of occupational data and the MOICC feels that supporting this effort is essential.

IV. Training

The MOICC will offer at least two (2) state and/or local training sessions on the use of labor market and occupational information. Target audiences will include:

- 1) Job Training Partnership Act (JTPA) planning and management staff;
- 2) State and local vocational educators and planners;
- 3) Job development and placement staff;
- 4) Career, vocational rehabilitation, guidance and Employment Service counselors;

Such training sessions will vary in length between 1-3 days and will utilize up-to-date State (and when appropriate local) labor market information in illustrating the uses of this data. Training materials and sessions will be tailored to address unique concerns of participants. Sessions will be delivered to individual target groups or to participants from different target audiences who

share similar interests and information needs. At least one of the sessions will be devoted specifically to the job development and placement process.

V. Technical Assistance

The MOICC will facilitate the use of occupational supply and demand information in the planning and policy making areas by providing technical assistance. Activities will include:

- 1) Developing and distributing publications and brochures related to occupational supply and demand data and issues in Massachusetts;
- 2) Organizing and sponsoring a conference on key labor market and occupational information issues.

TECHNICAL COMMITTEES

The State of Massachusetts has utilized representatives of business, industry and labor organizations in the development and validation of curricula through our competency-based vocational education programs during the past four years. Local program advisory committees and special state-wide groups have been asked to review and validate proposed vocational curriculum in 15 occupational areas. Industry representatives have also served as members of the Advisory Committee to the Massachusetts Vocational Curriculum Resource Center.

During the three year period of this state plan for vocational education, the Division of Occupational Education will establish and operate a total of four technical committees as described in Public Law 98-524.

These technical committees will be established by the Division in consultation with the State Council on Vocational Education.

The purpose of these technical committees will be to advise the Division on the development of model curricula to address state labor market needs. These technical committees will develop an inventory of skills that may be used by the state to define state-of-the-art model curricula in specific occupational areas. Such inventory will provide the type and level of knowledge and skills needed for entry, retention and advancement in occupational areas taught in Massachusetts. Further, these technical committees will assist the state by providing specific analysis of labor market trends in the

occupational area (e.g., employment prospects, training requirements, technology forecasts, etc.). The Division will also request the recommendations of these technical committees concerning the professional improvement of vocational education personnel relative to the specific occupation.

The dates of operation for these four technical committees will be:

Committee #1

September 1, 1985 - December 31, 1986

Committee #2

Committee #3

April 1, 1987 - June 30, 1988

Committee #4

Thus, each committee will exist for a 15 month period. Support services for these technical committees will be provided by the Division of Occupational Education and through the Division's state-wide project, the Massachusetts Vocational Curriculum Resource Center.

The membership of these technical committees will be representatives of (1) employers from a relevant industry or occupation for which the committee is established; (2) trade or professional organizations representing a relevant occupation; and (3) organized labor, where appropriate.

The state of Massachusetts is now establishing Centers of Excellence to nurture the development of these industries:

polymer science
marine biology
medical technology
photovoltaics
microelectronics

The Division of Occupational Education will consider appropriate occupational areas with these industries when choosing occupations for the technical committees. The Executive Office of Economic Affairs and the Executive Office of Labor will be asked to recommend members for these technical committees.

The occupational areas will be selected by the Division, in consultation with the State Council on Vocational Education and other vocational education organizations, on the basis of the following criteria;

- A. High labor market demand;
- B. Existence in several sub-state labor market areas;
- C. Potential for advancement beyond entry level position with less than a baccalaureate degree preparation;

- D. Employment stability;
- E. Healthy wage structure;
- F. Existence as a vocational-technical program in at least three educational regions of the state.

A complete report of the findings of these technical committees will be published and actively disseminated to the appropriate audience with the assistance of committee members.

COORDINATION WITH THE BOARD OF REGENTS AND COMMUNITY COLLEGES

The staff of the Division of Occupational Education coordinates with the staff of the Board of Regents of Higher Education concerning vocational education funds available to community colleges. Board of Regents staff review and evaluate all proposals submitted by community colleges. Occupational Education staff consult with Board of Regents staff throughout the proposal design, review, award and modification process. In addition, the Board of Regents staff is represented on the Coordination Committee For Public Law 98-524 which has been meeting during the period of State Plan development. This continues the practice of including Board of Regents staff representation during the development and administration of the state plan for vocational education.

MEASURING PROGRAM IMPACT

The Division of Occupational Education develops its plans based upon a process that begins with an assessment phase and that includes setting objectives, allocating resources, promoting programs at the local level and monitoring and evaluating those programs. The Division continually integrates information which reflects state-wide needs and projections and which reflects local needs and projections. Several major sources of information to the Division come from providers of vocational education at the local level. The required local vocational education plan, any application for federal funds, the Division's monitoring procedures and the Division's Chapter 74 five year comprehensive evaluation system all provide assessment data which is validated and then integrated into the Division's planning process.

THE LOCAL PLAN AND APPLICATIONS FOR FEDERAL FUNDS

A local plan for vocational education is required from each participating eligible recipient. The information reported in this local plan includes: local advisory council composition and participation, assessment of student needs by population program needs by labor market descriptions, other program needs, program improvement needs and plans, and collaboration with the other education and training institutions. This local plan must be shared with the area agency for training and employment

programs (Private Industry Council) and the information in this plan must be updated annually through the local application for federal vocational education funds.

The local plans provide a considerable resource for conducting the assessment required by Public Law 98-524. The eligible recipients who are required to complete the local plan represent the principal delivery system for vocational education in Massachusetts. Therefore, the Division of Occupational Education concentrates upon evaluation and monitoring of these local programs as a method of ensuring quality control over vocational education programs, services, and activities. In addition, the Division's central point of review of these local plans illuminates the student and program needs which are consistent across the state and state-wide program improvement activities (e.g., curriculum and personnel development, research, exemplary and innovative, etc..) are then directed to those needs.

3.3 Monitoring, Evaluation and Program Modification

Monitoring and evaluation are important ingredients for directing change and for supplying information for reassessing adopted objectives and for establishing new objectives. The main focus of the Division's evaluation efforts is to insure program improvement. In order to increase the quality of the information available to the Division the process for evaluating vocational education programs in Massachusetts has been transformed during the past several years from a simple checklist review pattern to a comprehensive program evaluation system.

In Massachusetts, the evaluation process for individual vocational education programs is operated by the occupational education staff at each of the six regional education centers. The process is coordinated by the central office and is monitored to assure state-wide consistency. Our process relies heavily upon two factors: a significant tradition of program review to ensure efficiency and effectiveness and the interest and cooperation of local program personnel in the practice of evaluation.

To assure quality in the information collected about occupational education programs throughout the Commonwealth, standardized procedures for the evaluation of programs at the local level have been developed and implemented. Evaluation data is obtained in several ways, including self-evaluation questionnaires, on-site interviews and observations, and examinations of records and program documents. The content of the self-evaluation instruments was developed based upon the assumption that although program content, methods, and prerequisites may vary, there are characteristics common to quality vocational education programs regardless of the setting or the level.

Since unconfirmed self-evaluation carries limited advantages in terms of drawing or confirming conclusions, the self-evaluation phase is followed by on-site observations by an evaluation team comprised of vocational instructors, administrators, support personnel, students, advisory committee members and is led by representatives of the Division of Occupational Education. The on-site observations contribute to the reduction of bias, increased confirmation, new ideas or insights, and a broader expertise for interpreting results as a consequence of comparing local conditions with state-wide standards.

Instruments are not designed to be used for rating or grading institutions, and local education agencies are not compared with one another. Local education agencies will make program improvement decisions based on how well they are functioning according to stated needs and objectives or in response to a need to upgrade a program element to meet state standards for approval (Chapter 74) or for continued funding under Public Law 98-524.

The completed self-evaluation questionnaires and relevant program data and documents are reviewed by members of the evaluation team prior to the on-site visit. The team members then conduct on-site interviews with administrators, guidance staff, teachers, students, and advisory committee members. Follow-up concerning discrepancies in information from the self-evaluation responses enable the evaluators to obtain accurate descriptions and judgements about the program's operations. During the on-site visit, evaluators also examine student records in guidance and instruction, program documents, facilities and equipment.

In order to conduct the individual school based evaluations in a cost effective manner, and in order to ensure that the evaluation efforts have credibility with concerned audiences, and that important expertise is involved, and that the evaluation results are used, the Division uses:

- instructors
- administrators
- support personnel
- advisory committee members
- students
- community organizations and,
- external evaluators (e.g., building inspectors, etc.)

Representation from each of these groups enhance the credibility and the utility of the evaluations.

In addition to local school evaluations, there are three other components to the Division's evaluation system:

- a placement component
- a follow-up component
- a targeted evaluation component

These additional components of the Massachusetts occupational education evaluation systems serve to reinforce or check the findings from local school program evaluations and to verify state-wide trends as well as to assess the scope and quality of our vocational education offerings.

The placement component consists of regular or specialized surveys of all vocational education programs to determine the placement of graduates of these programs. Data is collected by individual school and a state-wide aggregate is developed. Occupations with poor placement rate averages are analyzed to determine specific causes (e.g., low labor market demand, shift in occupational skill requirement, etc.).

In the follow-up component student and employer follow-up of completers and leavers of vocational programs are conducted across the state on a rotating basis (i.e., secondary, postsecondary, community college). Both the skills and the attitudes of vocational program graduates are measured and employers' level of satisfaction is determined.

The targeted evaluation component consists of a specialized evaluation of an element of vocational education (e.g., teacher training) or a concentrated effort to evaluate a particular vocational program in greater detail (e.g., voluntary certification for automobile technician training programs (NATEF/NIASE)).

Targeted evaluations might also include surveys of certain constituencies involved in vocational education (e.g., advisory committee members, students, etc.).

The Division of Occupational Education engages in these evaluation activities with the intent of improving programs. The information collected is also used in our assessment process.

3.4 Needs Identified and Directions for Vocational Education for Fiscal Years 1986-1988

Assessment Findings

In order to establish the major directions for vocational education for the years 1986-1988 the Division of Occupational Education has synthesized and summarized information gathered from the assessment process outlined in the preceding sections. The findings of our assessment process have been grouped in terms of:

The needs of students
The needs of employers
The needs of vocational educators, and
The needs of managers and planners of vocational education programs.

The Needs of Students

Skill Needs of the General Population of Secondary Vocational Education Students

The general population of secondary school vocational education students in Massachusetts need to:

- improve their basic skills
- improve their employability skills (for students in occupational education programs)
- be trained to utilize specialized high technology equipment

Needs of Special Populations of Secondary Vocational Education Students

Handicapped vocational education students in secondary schools in Massachusetts need:

- improved access to employment, including both intermediate employment for on the job training, and immediate employment upon completing school.
- improved individualized assistance once mainstreamed into an occupational or a vocational education program

Disadvantaged vocational education students in secondary schools in Massachusetts need to:

- improve their basic skills
- receive more effective counseling service and more effective job placement services

Limited English Speaking vocational education students in Massachusetts need:

- improved access to specialized English as a Second Language vocational training programs
- more sensitivity to their unique needs after they have been mainstreamed in an occupational or vocational education program.

All special population students who may be potential vocational education students need:

increased awareness and access to vocational education programs including recruitment information and assistance in overcoming barriers which might restrict their enrollment in vocational education programs.

support services that assist students in entering and successfully completing vocational education programs which are nontraditional for their sex.

Needs of Adult Students

In general adult vocational education students need:

to improve their basic skills

short term training

Single Parents and Homemakers who pursue vocational education need:

short-term training in occupational areas that offer good prospects for upward mobility

training programs that integrate a range of support services including - counseling, day care, and referral services to human service agencies

flexible programs that can respond to a student's sense of urgency concerning learning a skill.

Apprenticeship students who are pursuing occupational and vocational training need:

programs that are built upon relevant and up-to-date curriculum and that integrate modern principles of adult education.

programs that place an increased emphasis on recruitment and retention strategies for minority and nontraditional occupations.

Criminal Offenders who are pursuing occupational and vocational training need:

short-term sequentially presented certificate and postsecondary programs that build upon skills learned in basic and GED programs.

The Needs of Employers

Current Employment Demand and Occupational Needs

The Division of Occupational Education restricts new development for vocational education programs to those occupations which demonstrate a high labor market demand. The Division allows for two options for determining employment demand. First, the Division encourages the development of new programs based upon data compiled by the Massachusetts Division of Employment Security and second, the Division allows for the development of programs if an applicant can document sub-state labor market demand for trained employees. The Division of Occupational Education does not encourage or fund new programs which cannot demonstrate employment demand and/or occupational need.

General Occupational Skills and the Hiring Needs of Employers

In general there are two clear needs that surface from an analysis of the various data sources available to the Division. Employers want students who complete occupational education programs offered in comprehensive high schools to

- improve basic skills, and
- improve employability skills

Needs of Vocational Educators

Needs of Vocational Instructors

Instructors in vocational education programs need to:

- improve their communication, math and science skills
- improve their pedagogical skills including their understanding of instructional technology and their ability to develop competency based individualized curriculum.
- improve their understanding of, and their sensitivity to priority populations.

Needs of Guidance Counselors

Guidance Counselors working with occupational and vocational education students need to:

- improve their job development and their student placement skills
- improve their skill as career counselors
- improve their skills for recruiting and retaining priority populations for vocational education programs.

Needs of Managers and Planners of Vocational Education Programs

Need for Information

Planners and managers of vocational education programs in Massachusetts need to:

improve their planning capacity so that they can better interpret trends and so that they can better forecast issues that will necessitate modifications and future programming needs.

learn to make better use of information available to them to improve the relevance of occupational and vocational programs

learn to devise procedures that will allow them to broaden their perspective of Vocational Education.

learn skills that will assist them to assess and improve the organizational climate in vocational schools.

Need for Coordination

Planners and managers in vocational education programs in Massachusetts need to:

become aware of training programs and training options across agencies at both the state-wide and the local level.

better coordinate their planning to decrease duplication and to maximize the utilization of limited federal, state, and local funds.

4.0 Fiscal Considerations

The Carl D. Perkins Vocational Education Act (Public Law 98-524) establishes several requirements relative to the allocation and disbursement of federal funds for vocational education programs and activities. It is the purpose of this section to list these requirements in one location to provide a clear picture of the fiscal obligations presented by Public Law 98-524.

- The Act requires that 80% of the funds flow to eligible recipients on the local level.
- The Act requires that the state allocate more funds to eligible recipients that are in economically depressed areas than it allocates to those that are not in economically depressed areas.
- The Act requires that the expenditures for vocational education in the state during each fiscal year either equal or exceed the expenditures for vocational education in the state for the preceding fiscal year. This maintenance of effort may be determined on a per student or on an aggregate expenditure basis.
- The Act includes prescribed formulas for the allocation of funds for the handicapped and for the disadvantaged.
- The Act requires that the state maintain fiscal year 1984 funding levels for guidance and counseling activities.
- The Act requires a 50% non-federal funds match for all programs funded by Part E of Title III: Industry-Education Partnership for Training in High-Technology Occupations. At least 50% of this non-federal funds match must be provided by some form of contribution from business and industry.
- The Act requires that 50% of the funds allocated by Part C of Title III (Adult Training, Retraining, and Employment Development) be made available for single parents and homemakers.
- The Act requires that at least 20% of funds allocated by Part D of Title III (Comprehensive Career Guidance and Counseling Programs) be used toward elimination of bias and stereotyping and to ensure access to programs.

- The Act requires the following specific allocations of funds available to the state by Part A of Title II (Vocational Education Opportunities):

22%	Disadvantaged
12%	Adults
10%	Handicapped
8.5%	Single Parents and Homemakers
3.5%	Elimination of Sex Bias and Stereotyping
1%	Criminal Offenders

4.2 PROPOSED USED OF FEDERAL FUNDS*

FISCAL YEAR 1986

Handicapped:

Skills Training or Academic Support Supportive services, specialized training and individualized assistance will be provided for handicapped students enrolled in regular vocational education programs.
\$1,207,638

Career Guidance and Counseling The provision of a continuum of guidance and counseling services including recruitment, retention and placement to handicapped individuals. Information on vocational opportunities and eligibility requirements must be disseminated to handicapped students and their parents.
\$ 301,910

Disadvantaged:

Skills Training or Support Supportive services directly related to improving the ability of disadvantaged students to succeed in vocational education programs will be delivered.
\$2,656,806

Career Guidance and Counseling The provision of a continuum of guidance and counseling services, including recruitment retention and placement, to disadvantaged individuals. Information on vocational opportunities and eligibility requirements must be disseminated to disadvantaged including limited English proficient students and to their parents.
\$ 664,201

Limited English Proficient Supportive services will be provided to limited English proficient students including individualized English language instruction in skills training and related theory and aides.

*Further details on each of these categories of funding is provided in this Plan.

Adult Training/Retraining

Adult Short Term Training

\$1,617,210

Funds will be used to provide skills training in occupational areas with demonstrated demand for adults who have completed or left high school who need entry-level or advanced skills for immediate employment.

Other Adult Programs

\$197,247

Short term skills training will be provided to respond to training needs of the unemployed and the underemployed and to industry's needs for trained personnel.

Single Parents/Homemakers

\$1,283,116

Within this category priority will be given to programs that provide services for displaced homemakers including assessment of employment objectives skills training, counseling, and placement services.

Elimination of Sex Bias and Stereotyping

\$528,342

Model projects, research, and staff training will result in increased female/male enrollments in non-traditional skills training programs, improved capacity of Department and Local Education Agency personnel to insure sex equity.

Corrections

\$ 150,954

Funds will be used to provide skills training in demand occupations to populations incarcerated in state and county penal institutions.

Program Expansion, Improvement

\$3,536,935

Funds will be used to develop vocational education programs new to the area, to expand successful programs and to improve existing programs for which there is labor market demand.

Curriculum Development

\$350,000

In addition to the funding of Competency-Based Vocational Education curriculum development, the most current curriculum resources will be made available to all vocational educators.

Personnel Development

\$400,000

Funds will be used to support professional development activities for vocational educators. Special projects will be developed to recruit and train female, minority and bilingual vocational education instructors.

Research

\$150,000

Research will be conducted to determine the feasibility of new programs and efficiency and effectiveness of current programs. The use of simulation devices and techniques as a learning process will be studied.

Cooperative Education

\$125,000

The development of cooperative programs which will provide effective transition from the vocational training setting to actual employment and result in the improvement of job placement rates.

Exemplary and Innovative

\$350,000

Funds will be used to develop organized experimental vocational education programs and training opportunities that will be disseminated. The use of simulation as an effective learning technique through classroom application of simulation devices and training materials will be accomplished.

Career Guidance and Counseling
to Eliminate Sex, Race and Age
Stereotyping

\$94,000

The provision of model programs, services and activities to improve the strategies for the reduction of sex, race, and age bias and stereotyping in guidance and counseling information and services.

Community-Based Organizations

\$425,000

The provision of remedial educational services directly related to occupational education program completion for racial and linguistic minority youth.

Consumer-Homemaking Non-Depressed Areas

\$428,484

The following programs will be provided to encourage both males and females to prepare for the occupation of homemaking and for combining the roles of homemaker and wage earner: Consumer education, food and nutrition, family life education, parenting education, child development and guidance, and housing and home management.

Consumer Homemaking Depressed Areas

\$285,657

Consumer and homemaking support services will be provided to students especially those in economically depressed urban and rural areas.

4.2 PROPOSED USED OF FEDERAL FUNDS*

FISCAL YEAR 1987

Handicapped:

Skills Training or Academic Support	Supportive services, specialized training and individualized assistance will be provided for handicapped students enrolled in regular vocational education programs.
\$1,207,638	

Career Guidance and Counseling	
\$ 301,910	

The provision of a continuum of guidance and counseling services including recruitment, retention and placement to handicapped individuals. Information on vocational opportunities and eligibility requirements must be disseminated to handicapped students and their parents.

Disadvantaged:

Skills Training or Support	Supportive services directly related to improving the ability of disadvantaged students to succeed in vocational education programs will be delivered.
\$2,656,806	

Career Guidance and Counseling	
\$ 664,201	

The provision of a continuum of guidance and counseling services, including recruitment, retention and placement, to disadvantaged individuals. Information on vocational opportunities and eligibility requirements must be disseminated to disadvantaged including limited English proficient students and to their parents.

Limited English Proficient	Supportive services will be provided to limited English proficient students including individualized English language instruction in skills training and related theory and aides.
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*Further details on each of these categories of funding is provided in this Plan.

Adult Training/Retraining

Adult Short Term Training
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Single Parents/Homemakers
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Within this category priority will be given to programs that provide services for displaced homemakers including assessment of employment objectives skills training, counseling, and placement services.

Elimination of Sex Bias and Stereotyping
\$528,342

Model projects, research, and staff training will result in increased female/male enrollments in non-traditional skills training programs, improved capacity of Department and Local Education Agency personnel to insure sex equity.

Corrections
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Funds will be used to provide skills training in demand occupations to populations incarcerated in state and county penal institutions.

Program Expansion, Improvement
\$3,536,935

Funds will be used to develop vocational education programs new to the area, to expand successful programs and to improve existing programs for which there is labor market demand.

Curriculum Development
\$350,000

In addition to the funding of Competency-Based Vocational Education curriculum development, the most current curriculum resources will be made available to all vocational educators.

Personnel Development

\$400,000

Funds will be used to support professional development activities for vocational educators. Special projects will be developed to recruit and train female, minority and bilingual vocational education instructors.

Research

\$150,000

Research will be conducted to determine the feasibility of new programs and efficiency and effectiveness of current programs. The use of simulation devices and techniques as a learning process will be studied.

Cooperative Education

\$125,000

The development of cooperative programs which will provide effective transition from the vocational training setting to actual employment and result in the improvement of job placement rates.

Exemplary and Innovative

\$350,000

Funds will be used to develop organized experimental vocational education programs and training opportunities that will be disseminated. The use of simulation as an effective learning technique through classroom application of simulation devices and training materials will be accomplished.

Career Guidance and Counseling to Eliminate Sex, Race and Age Stereotyping

\$94,000

The provision of model programs, services and activities to improve the strategies for the reduction of sex, race, and age bias and stereotyping in guidance and counseling information and services.

Community-Based Organizations

\$425,000

The provision of remedial educational services directly related to occupational education program completion for racial and linguistic minority youth.

Consumer-Homemaking Non-Depressed Areas

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The following programs will be provided to encourage both males and females to prepare for the occupation of homemaking and for combining the roles of homemaker and wage earner: Consumer education, food and nutrition, family life education, parenting education, child development and guidance, and housing and home management.

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\$285,657

Consumer and homemaking support services will be provided to students especially those in economically depressed urban and rural areas.

4.2 PROPOSED USED OF FEDERAL FUNDS*

FISCAL YEAR 1988

Handicapped:

Skills Training or Academic Support

\$1,207,638

Supportive services, specialized training and individualized assistance will be provided for handicapped students enrolled in regular vocational education programs.

Career Guidance and Counseling

\$ 301,910

The provision of a continuum of guidance and counseling services including recruitment, retention and placement to handicapped individuals. Information on vocational opportunities and eligibility requirements must be disseminated to handicapped student and their parents.

Disadvantaged:

Skills Training or Support

\$2,656,806

Supportive services directly related to improving the ability of disadvantaged students to succeed in vocational education programs will be delivered.

Career Guidance and Counseling

\$ 664,201

The provision of a continuum of guidance and counseling services, including recruitment retention and placement, to disadvantaged individuals. Information on vocational opportunities and eligibility requirements must be disseminated to disadvantaged including limited English proficient students and to their parents.

Limited English Proficient

Supportive services will be provided to limited English proficient students including individualized English language instruction in skills training and related theory and aides.

*Further details on each of these categories of funding is provided in this Plan.

Adult Training/Retraining

Adult Short Term Training

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Funds will be used to provide skills training in occupational areas with demonstrated demand for adults who have completed or left high school who need entry-level or advanced skills for immediate employment.

Other Adult Programs

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Short term skills training will be provided to respond to training needs of the unemployed and the underemployed and to industry's needs for trained personnel.

Single Parents/Homemakers

\$1,283,116

Within this category priority will be given to programs that provide services for displaced homemakers including assessment of employment objectives skills training, counseling, and placement services.

Elimination of Sex Bias and Stereotyping

\$528,342

Model projects, research, and staff training will result in increased female/male enrollments in non-traditional skills training programs, improved capacity of Department and Local Education Agency personnel to insure sex equity.

Corrections

\$150,954

Funds will be used to provide skills training in demand occupations to populations incarcerated in state and county penal institutions.

Program Expansion, Improvement

\$3,536,935

Funds will be used to develop vocational education programs new to the area, to expand successful programs and to improve existing programs for which there is labor market demand.

Curriculum Development

\$350,000

In addition to the funding of Competency-Based Vocational Education curriculum development, the most current curriculum resources will be made available to all vocational educators.

<u>Personnel Development</u>		Funds will be used to support professional development activities for vocational educators. Special projects will be developed to recruit and train female, minority and bilingual vocational education instructors.
	\$400,000	
<u>Research</u>		Research will be conducted to determine the feasibility of new programs and efficiency and effectiveness of current programs. The use of simulation devices and techniques as a learning process will be studied.
	\$150,000	
<u>Cooperative Education</u>		The development of cooperative programs which will provide effective transition from the vocational training setting to actual employment and result in the improvement of job placement rates.
	\$125,000	
<u>Exemplary and Innovative</u>		Funds will be used to develop organized experimental vocational education programs and training opportunities that will be disseminated. The use of simulation as an effective learning technique through classroom application of simulation devices and training materials will be accomplished.
	\$350,000	
<u>Career Guidance and Counseling to Eliminate Sex, Race and Age Stereotyping</u>		The provision of model programs, services and activities to improve the strategies for the reduction of sex, race, and age bias and stereotyping in guidance and counseling information and services.
	\$94,000	
<u>Community-Based Organizations</u>		The provision of remedial educational services directly related to occupational education program completion for racial and linguistic minority youth.
	\$425,000	

Consumer-Homemaking Non-Depressed Areas

\$428,484

The following programs will be provided to encourage both males and females to prepare for the occupation of homemaking and for combining the roles of homemaker and wage earner: Consumer education, food and nutrition, family life education, parenting education, child development and guidance, and housing and home management.

Consumer Homemaking Depressed Areas

\$285,657

Consumer and homemaking support services will be provided to students especially those in economically depressed urban and rural areas.

4.3 PRIORITIES FOR REQUESTS FOR PROPOSALS

Sex Equity

- The development of model sex equity projects to eliminate obstacles and pressures for females and males in nontraditional high demand programs.
- The implementation of innovative exploratory programs to attract and to serve nontraditional students.
- In-service training for sending school and/or vocational school personnel focusing on the recruitment and retention of nontraditional students.
- The development of model recruitment strategies for nontraditional students.
- Development of support mechanisms to increase retention of nontraditional students in shops.

Corrections

- The development of skills training programs which assist in the rehabilitation of the incarcerated.
- These training programs must be in high demand to enhance the opportunities for job placement of participants.

Curriculum Development

- The development and implementation of Competency-Based Vocational Education curricula.
- The development and execution of training for the staff of schools who will be involved in the CBVE curriculum development projects.

The development of a safety training curriculum for vocational students across all instructional areas.

- The identification and validation of math and science competencies which complement and supplement already developed CBVE curricula in various program areas. This process will serve to meet the growing demand for basic skills in the classroom and serve as a basis for articulation between the vocational and academic curricula.
- The support of a vocational curriculum resource center to disseminate vocational materials and curricular materials

Community-Based Organizations

- Providing racial and linguistic minority youth with remedial educational services directly related to occupational education program completion.
- Outreach activities to racial and linguistic minority youth.
- Special counseling, diagnostic, evaluation and support services.
- Promoting interagency collaboration between Community-Based Organizations and the public schools for purposes of serving more racial and linguistic minority youth in modified/regular occupational education programs through the use of supplementary and supportive services.

Professional Development

- The continued implementation and updating of a testing program that will examine the trade knowledge and basic skills of vocational instructors in writing and through performance.
- The conduct of a dynamic professional development conference that will address the inservice needs of vocational educators and reflect current trends in business and industry.
- The development and implementation of a vigorous and innovative recruitment activity to attract members of target populations for trade areas in which they are presently underrepresented.
- The improvement of the quality of vocational education in terms of relevance of programs to the work place, to new and emerging technologies; and to provide individualized instruction appropriate for priority populations.
- The updating and upgrading of teacher training programs to reflect current, sound pedogogy and technology.
- The integration of the CBVE Model into vocational teacher training programs.

Research

- The investigation and analysis of pertinent information to ascertain the efficacy of existing programs as well as the feasibility of future activities.

Exemplary and Innovative

- The pursuit of excellence through the development of model projects which will demonstrate skills training for new and emerging technologies in a replicable and cost effective manner. The use of simulation as an effective learning technique through classroom application of simulation devices and training materials.

Cooperative Education

- The expansion and improvement of programs governed by written cooperative agreements between the school and employers
 1. to enhance the student's employability,
 2. to increase a school's training resources through the provision of off-campus worksite,
 3. to develop stronger school/business relationship, and
 4. to improve job placement rates.

Career Guidance and Counseling To Eliminate Sex, Race and Age Stereotyping

- The provision of model programs, services and activities for informing individuals of occupational and career choices especially ones that improve strategies for:
 1. the reduction of sex, race and age bias, stereotyping and discrimination in guidance and counseling information and services.
 2. diagnostic and assessment services to improve the opportunities for nontraditional, minority and older populations to succeed in a vocational program.
 3. improvement of job placement or follow up services for nontraditional minority or older individuals who are enrolled in a vocational program.

4.4 Economically Depressed Communities

In order to determine which communities in Massachusetts are economically depressed we will construct indices which will compare each community with the State for three measures of economic depression: concentration of low income individuals, tax-raising ability and unemployment. If a community's index falls above 120% of the statewide average for at least two out of three of these measures, the community will be labeled economically depressed.

The three measures are calculated as follows:

1. Concentration of Low-Income Individuals

Two indices are used to measure the concentration of low-income individuals. The first index uses 1983-84 school lunch data. The number of free and reduced lunches for a community is divided by the total number of lunches served by that community. This fraction is then divided by the statewide average (statewide free or reduced lunches divided by statewide total lunches).

The alternate measure of concentration of low-income individuals uses AFDC data. The number of children ages 5-17 for whom AFDC payments are made is divided by the number of school-attending children in that community. The AFDC percentage for a community is divided by the statewide percentage to obtain the index. Because AFDC data is available only by city or town, the index for a regional school district must be calculated from the indices of the member towns using apportioning fractions based on membership.

If either the school lunch index or the AFDC index of a community exceeds 120% of the statewide average, the community has a high concentration of low-income individuals.

2. Tax-Raising Ability

Equalized valuation per person in a community is divided into the statewide equalized valuation per person. Equalized valuations for regional school districts are again calculated from the indices of the member towns.

3. Unemployment

The 1983 annual unemployment rate for a community is divided by the 1983 annual unemployment rate for the state. Regional school rates are calculated from member town rates.

4.5 Formula Allocations

Carl D. Perkins Vocational Education Act funds are allocated by formula to school districts and community colleges. Separate allocation formulas are used for each of the following funding areas:

1. Handicapped (Title II, Part A)
(for skills training support services and special guidance services)
2. Disadvantaged (Title II, Part A)
(for skills training support services and special guidance services)
3. Limited English (Title II, Part A)
(for skills training support services and special guidance services)
4. Single Parent Homemaker (Title II, Part A)
5. Adult Training (Title II, Part A)
6. Skills Training Program Improvement (Title II, Part B)
7. Consumer/Homemaker Education (Title III, Part B)

A detailed description of each of these funding areas is contained in the instructions for the grant application.

Each of these separate formulas is explained separately below. The data utilized in arriving at the proposed allocations are the most recently available and include:

1. 1982 Equalized Valuations (estimated full market value of all taxable property in each city/town)
2. 1980 Federal Census Population
3. 1984 Child Count, ages 5-17, on behalf of whom AFDC payments were paid
4. Fiscal Year 1984 School Lunch total, free, and reduced priced lunches served
5. 1983-84 School District Enrollments (total, special needs students in occupational programs, disadvantaged students in occupational programs, limited English students in occupational programs, total occupational day enrollments, etc.)
6. 1984 School Attending Children counts

7. 1983-84 School Committee and other municipal agencies educational support expenditures
8. Fiscal Year 1985 Community College day school enrollments
9. 1980 Federal Census Median Family Income

The formulas utilized to allocate handicapped, limited English, and disadvantaged funds are those set out in the Carl D. Perkins Act itself. The formulas for allocation of single parent/homemaker, adult training, skills training program improvement and consumer/homemaker education are the same as used for distribution of Federal Vocational Education Act (Public Law 94-482) funds for fiscal year 1985 and are state discretionary.

Handicapped Allocations

Of the total handicapped funds to be allocated, 50% are distributed to school districts* based upon their share of the statewide total of economically disadvantaged students.

Economically disadvantaged student counts are estimated for each district and aggregated statewide by multiplying total secondary full-time equivalent enrollments by the percentage of school attending children on behalf of whom AFDC payments are made. The advantage of this method of estimating economically disadvantaged counts is that the information can be updated annually to rapidly reflect changes in demographic characteristics for potential recipients.

The remaining 50% of the total handicapped funds to be allocated are distributed to school districts* based upon their share of the statewide total of handicapped (special needs) students in state approved vocational and other occupational education programs. This information is reported annually by school districts offering occupational education programs.

Once the total handicapped allocation has been computed for each recipient (the 50% based upon economically disadvantaged populations and the other 50% based upon handicapped enrollments in occupational education), 80% of each recipient's total is allocated for skills training support and the remaining 20% of this total is allocated for career guidance and counseling programs which will improve handicapped students' access to skill training programs.

Disadvantaged Allocation

Fifty percent of the disadvantaged funds to be allocated are distributed to school districts based upon their share of the statewide total of economically disadvantaged students.

Economically disadvantaged student counts are the same counts used for the portion of handicapped funds distributed on the basis of economically disadvantaged students as described above.

* Handicapped funding is distributed to school districts exclusively because of state (and federal) uniform requirements to identify, develop individualized education plans for, and serve this population. Although other vocational program deliverers may enroll handicapped students, such student counts are largely the result of self identification at the time of registration and/or registration of students in the limited number of support programs where available. In addition, no uniform standard definition is given or utilized for use of the handicapped classification other than the special needs state definition applicable to all public school districts.

The remaining fifty percent of the disadvantaged funds to be allocated are distributed to school districts based upon their share of the statewide total of disadvantaged students in state-approved vocational and other occupational education programs. This information is reported annually by school districts offering occupational education programs.

Of the total disadvantaged allocation computed for each recipient, 80% of the recipient's allocation must be spent for skills training support and 20% for guidance and counseling programs designed to improve the access of disadvantaged students to skills training programs.

Limited English Proficient Programs

Every school district which served one or more limited English proficient student in a state-approved vocational program or other occupational program in the program year preceding the program year for which allocations are being calculated must spend a portion of the school district's disadvantaged allocation on skills training support and special guidance programs for limited English proficient students. The portion that must be spent is equal to that school district's share of the statewide total of limited English proficient students served in vocational programs in the previous year.

Program Expansion and Improvement Allocation

The allocation formula for these funds first constructs a combined index of need for each school district. Each district's index is then multiplied by its total secondary full-time equivalent pupil count plus Chapter 74 (state approved vocational programs) full time equivalent pupil count to obtain a weighted pupil count. Weighted pupil counts are next aggregated to arrive at a statewide total weighted student count. Each district's share of the total state allocation is then computed by comparing its weighted student count to the total statewide weighted pupil count.

Adult Training

These funds are allocated to area vocational schools (districts with five or more state approved (Chapter 74) vocational programs in a single facility) under a two stage system. Stage one prioritizes those districts containing an area vocational facility. Stage two is an allocation formula applied to those school districts who were prioritized under stage one, and determines actual dollar values for the allocations.

Under the first stage, a priority index is constructed for each district with five or more vocational programs in a single facility. This index is:

$$\frac{\text{local unemployment rate}}{\text{statewide average unemployment rate}} + \frac{\text{local unreimbursed construction debt}}{\text{statewide average unreimbursed construction debt}},$$

where the latest available annual unemployment rates are used as a measure of economic depression, and unreimbursed construction debt represents the amount of federal vocational funds which were originally pledged to districts constructing new vocational facilities through the early 1970's, but were not paid out when the state discontinued this practice in 1976. All districts whose priority index is greater than 1.00 then receive adult training allocations under the (stage two) formula given below.

An adult training index is constructed for each of those districts prioritized above as follows:

$$\begin{aligned} \text{Local Adult Training Index} &= (1.0) \frac{\text{Equalized Valuation Per Person (statewide)}}{\text{Equalized Valuation Per Person (local)}} \\ &+ (.5) \frac{\% \text{ of School Attending Children for Whom AFDC Payments are Made (local)}}{\% \text{ of School Attending Children for Whom AFDC Payments are Made (statewide)}} \\ &+ (.5) \frac{\% \text{ of Total School Lunches Which are Free or Reduced Priced (local)}}{\% \text{ of Total School Lunches Which are Free or Reduced Priced (statewide)}} \\ &+ (.9) \frac{\text{Local Unreimbursed Construction Debt}}{\text{Statewide Average Unreimbursed Construction Debt}} \end{aligned}$$

Each district's adult training allocation is then equal to:

$$\frac{\text{Local Adult Training Index}}{\text{Sum of the Local Adult Training Indices for All Prioritized Districts}} \times (\text{Statewide Adult Training Allocation})$$

The combined index of need for the Program Expansion and Improvement allocation is:

$$\begin{array}{rcl} (2/3) \frac{\text{EV/CAP state}}{\text{EV/CAP local}} & & + (1/3) \frac{\text{AFDC/SAC local}}{\text{AFDC/SAC state}} \\ \\ + (1/3) \frac{\text{FRLUNCH local}}{\text{FRLUNCH state}} & & + (1/3) \frac{\text{MFI state}}{\text{MFI local}} \\ \\ + (1/3) \frac{\text{EFFORT local}}{\text{EFFORT state}} & & \end{array}$$

where:

EV/CAP is the equalized valuation per capita of each community;

AFDC/SAC is the fraction of school attending children ages 5-17 on behalf of which AFDC payments are made;

FRLUNCH is the fraction of total school lunches which are free or reduced priced;

MFI is the median family income; and

EFFORT is the estimated net equalized tax rate in support of Chapter 74 and All Other Occupational Program Expenditures.

Consumer and Homemaking Education

The allocation formula for these funds is identical to that for program expansion and improvement, except that Chapter 74 (state approved vocational education) program enrollments are not added to arrive at a total student count.

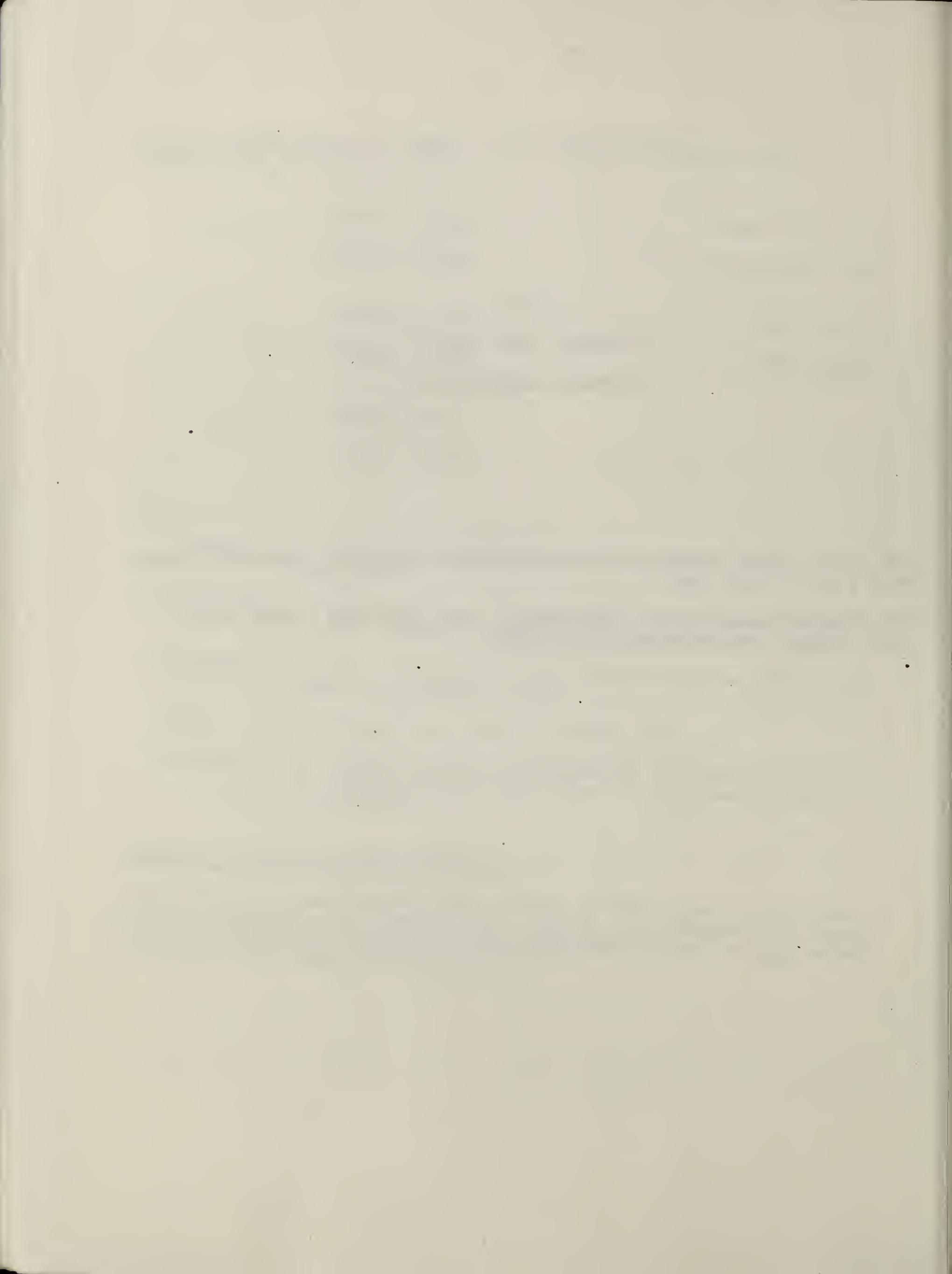
4.5.2

FISCAL YEAR 1986

PROPOSED ALLOCATIONS

THE FISCAL YEAR 1986 PROPOSED ALLOCATIONS INCLUDE CARRYOVER FUNDS FROM FISCAL YEAR 1985.

THE PROPOSED ALLOCATIONS FOR FISCAL YEAR 1987 AND FISCAL YEAR 1988 DO NOT INCLUDE CARRYOVER FUNDS.



COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

FY86 CARL D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	ECOM HANDICAP TRAINING	DEPR TRAINING	GUIDANCE	DISADV TRAINING	DISADV GUIDANCE	HANDICAP TRAINING	GUIDANCE	TRAINING	ADULT HOMEMKR TRAINING	PROGRAM EXPANSION	CONSUMER HOMEMKR	TOTAL
1 ABRINGTON	N	2738	391	1884	269	0	0	0	0	0	9203	1726
5 AGAWAM	N	2761	395	4011	573	0	0	0	0	0	13678	2555
7 ANDOVER	H	4057	580	7808	1115	0	0	0	0	0	10582	1944
9 ANDOVER	N	3944	564	1383	198	1	0	0	0	0	9350	1582
10 ARLINGTON	N	14151	2022	14690	2099	73	11	0	0	0	15718	2993
14 ASHLAND	N	145	21	311	45	0	0	0	0	0	3046	722
16 ATTLEBORO	Y	16817	2403	50052	7150	1216	174	0	0	0	40521	151517
17 AUBURN	N	680	97	1351	193	0	0	0	0	0	6670	10250
18 AVON	N	1058	151	1470	210	0	0	0	0	0	2870	536
19 AYER	N	1495	214	5688	813	4	1	0	0	0	9707	1699
20 BARNSTABLE	N	7460	1066	12453	1779	0	0	0	0	0	14838	2624
23 BEDFORD	H	2187	313	703	101	0	0	0	0	0	5877	1093
24 BELCHERTOWN	Y	1273	182	1207	172	0	0	0	0	0	4486	815
45 BELLINGHAM	N	1079	154	4594	656	0	0	0	0	0	10943	1949
46 BIRKONI	N	1364	195	973	139	1	0	0	0	0	7369	1359
30 BLOWERY	N	1168	1595	12226	1744	0	0	0	0	0	23024	3687
31 BOLTON	N	3393	465	6173	882	0	0	0	0	0	25315	4682
35 BOSTON	Y	284655	40665	531205	75886	163057	23408	0	0	0	453027	75064
36 BOURNIE	N	4261	609	4517	645	0	0	0	0	0	8121	1504
40 BRAintree	N	8998	1286	9762	1395	0	0	0	0	0	19918	3641
44 BUCKTON	Y	29600	4229	62159	8880	746	107	0	0	0	88252	15376
46 BUCKLINE	N	8426	1204	17252	2465	398	57	0	0	0	17670	2943
46 BURLINGTON	N	4459	637	1586	227	0	0	0	0	0	10058	1796
49 CAMBRIDGE	N	19083	2726	38510	5502	402	58	0	0	0	46340	7766
50 CANTON	H	2514	359	2710	387	0	0	0	0	0	6035	1486
55 CHAIAH	H	321	46	529	76	0	0	0	0	0	1134	207
56 CHALMERSFORD	H	4168	595	3539	506	2	0	0	0	0	18690	3451
57 CHELSEA	Y	13586	1941	51963	7423	1014	145	0	0	0	24007	4555
61 CHICopee	Y	15778	2254	66133	9448	356	51	0	0	0	48026	7564
64 CLINTON	Y	3035	434	6845	1264	27	4	0	0	0	8021	1468
65 COHASSET	N	1315	188	268	38	0	0	0	0	0	2704	473
71 DANVERS	H	2652	379	11561	1652	0	0	0	0	0	1540	1871
72 DARTMOUTH	H	2439	348	5317	760	0	0	0	0	0	13607	2483
73 DELAH	H	5678	811	4945	707	13	2	0	0	0	11932	2215
77 DUXBURY	H	427	61	1180	169	0	0	0	0	0	2205	405
79 DRAKE	N	966	138	1595	228	0	0	0	0	0	11964	2263
62 DUXBURY	H	3561	509	1300	197	0	0	0	0	0	5935	1016
63 EAST BRIDGEWATER	H	1909	273	2110	301	0	0	0	0	0	7356	1334
66 EASTHAMPTON	H	2656	379	6230	1176	0	0	0	0	0	8058	1546
67 EAST LITCHFIELD	N	3652	522	973	139	0	0	0	0	0	1779	1309

CORPORATION OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
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FY86 CARL D. PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	LOCAL EDUCATION DEPT TRAINING	DISADV HANICAP	DISADV HANICAP GUIDANCE	DISADV TRAINING	DISADV GUIDANCE	LIN ENGLISH	LIN ENGLISH	SGC PRINT	ADULT HOMEMAKER TRAINING	PROGRAM EXPANSION	CONSUMER HOMEMAKER	HOME PKR
68 EASTON	N	3262	466	2576	368	0	0	0	0	9493	1788	17923
93 EVERTT	Y	9883	1412	22319	3109	60	9	0	0	21638	3439	61949
94 FAIRHAVEN	Y	2200	314	4313	616	2	0	0	0	10800	2000	20245
95 FALL RIVER	Y	23480	3354	84745	12106	5564	795	0	55474	78649	13301	277546
96 FALMOUTH	N	5541	792	17236	2462	0	0	0	0	14330	2516	47867
97 FITCHBURG	Y	11448	1635	35043	5120	900	129	0	0	20057	3888	79870
99 FOXBOROUGH	N	2359	337	1710	244	0	0	0	0	8075	1494	14219
100 FRAMINGHAM	N	9106	1301	14795	2114	254	36	0	0	26563	5075	59244
101 FRANKLIN	N	1570	224	2892	413	0	0	0	0	12381	2249	19729
103 GARDNER	Y	4264	609	7717	1102	0	0	0	0	11498	2095	27265
105 GLOUCESTON	N	1087	155	2093	299	0	0	0	0	3847	724	8205
107 GLouceSTER	N	8206	1172	13405	1915	0	0	0	0	19063	3035	46796
110 GRAFTON	N	452	65	1041	149	0	0	0	0	5247	982	7936
111 GRANBY	N	2199	316	2790	399	5	1	0	0	3957	726	10391
114 GREENFIELD	N	3532	505	10247	1464	0	0	0	0	11748	2149	29645
117 HADLEY	N	374	53	322	46	0	0	0	0	1444	270	25099
122 HANOVER	N	984	141	836	120	0	0	0	0	7569	1788	11036
125 HAWKAWK	N	544	78	756	106	1	0	0	0	3453	648	5588
126 HAWKICH	N	1153	165	1997	285	0	0	0	0	3720	620	7940
127 HALFIELD	N	115	17	248	35	0	0	0	0	1516	276	2269
126 HAVERHILL	Y	9330	1333	33666	4809	161	26	0	0	31626	5009	86780
131 HIRCHAM	N	5179	740	1125	161	0	0	0	0	8302	1432	16939
133 HOLDROCK	N	2050	294	2461	352	0	0	0	0	7382	1504	17951
136 HOLLISTON	N	520	74	779	111	0	0	0	0	7391	1406	10261
137 HOLYROKE	Y	26788	3827	97087	13870	14277	2040	0	0	52265	8902	210056
138 HOPEDALE	N	465	67	1933	276	0	0	0	0	2514	430	5693
139 HOPKINTON	N	288	41	299	43	0	0	0	0	4108	780	5589
141 HUSSON	N	1293	105	4124	589	8	1	0	0	9068	1751	17019
142 HULL	N	5999	857	8244	1178	0	0	0	0	10547	1885	28710
144 IPSWICH	N	706	101	1515	216	0	0	0	0	5247	958	8743
149 LAWRENCE	N	1061	152	1388	198	0	0	0	0	30746	7032	169446
150 LIT	N	6318	903	5964	852	0	0	0	0	4242	715	18994
151 LIVESTER	N	1213	173	1963	281	0	0	0	0	6299	1173	11107
152 LINDON	N	1061	152	1388	198	0	0	0	0	2448	446	5693
153 LUMINSER	N	11409	1630	13472	1925	0	0	0	0	29102	4317	61855
155 LEXINGTON	N	5296	757	1308	167	0	0	0	0	11066	2010	20624
156 LILLITION	N	260	37	397	57	0	0	0	0	3235	589	4575
159 LONGMEADOW	N	3765	538	416	60	0	0	0	0	6323	1103	12205
160 LOHILL	Y	14514	2074	32023	4575	0	0	0	0	52200	9720	115106
161 LOUBOW	N	2134	305	2984	426	0	0	0	0	10307	1909	18065

FY86 CARL D PERKINS EDUCATION ACT ALLOCATIONS
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LOCAL EDUCATION AGENCY	ECUN	HANDICAP DEPR TRAINING	GUIDANCE	DISADV TRAINING		GUIDANCE		ADULT TRAINING		PROGRAM EXPANSION		TOTAL CONSUMER HOMEMKER EDUCATION
				LIM ENG	SCL	PRNT	HOMEWORK TRAINING	PROGRAM EXPANSION	CONSUMER HOMEMKER	PROGRAM EXPANSION	CONSUMER HOMEMKER	
162 LUNENBURG	N	3591	513	3879	554	0	0	0	0	6186	1147	15,870
163 LYNN	Y	41502	5929	97369	13910	2562	366	0	0	92548	13610	26,7796
164 LYNNFIELD	N	580	83	127	18	0	0	0	0	3971	725	4,504
165 HALDEN	N	9894	1413	17867	2555	0	0	0	0	30789	5842	60,380
166 MANCHESTER	N	462	66	476	68	0	0	0	0	1503	268	2,843
167 MANSFIELD	N	1158	165	2166	309	0	0	0	0	6288	1139	1,1225
168 MARYLEBONE	N	306	44	657	94	0	0	0	0	5424	937	7462
170 MARLBOROUGH	N	1993	285	4279	611	0	0	0	0	15993	3068	2,6229
171 MARSHFIELD	N	7521	1074	8551	1222	0	0	0	0	14129	2610	35,007
174 MAYNARD	N	2094	299	1939	277	0	0	0	0	5173	975	10,757
175 MEDFIELD	N	1749	250	1795	256	0	0	0	0	5109	963	10,122
176 MELFORD	Y	17804	2544	16954	2422	0	0	0	0	41672	6478	6,874
177 MEDWAY	N	265	38	1134	162	0	0	0	0	4381	811	6,791
178 MELROSE	N	9417	1345	11744	1678	0	0	0	0	17313	2887	44,384
181 MELVIN	N	4553	650	7696	1100	0	0	0	0	21008	3554	38,561
182 MIDDLEBURY	N	8287	1104	11255	1606	0	0	0	0	14673	2550	39,557
185 MILFORD	N	6470	925	12638	1834	24	4	0	0	39508	15507	2651
186 MILLBURY	Y	980	140	1785	255	0	0	0	0	7766	1411	12,337
187 MILLIS	N	231	33	495	71	0	0	0	0	3092	579	4,501
189 MILLIN	N	6854	979	977	140	0	0	0	0	6162	1129	16,241
191 MUNSON	N	452	65	971	139	0	0	0	0	4934	931	7492
197 NANTUCKET	N	460	66	190	27	0	0	0	0	702	124	1,569
198 NATICK	N	7560	1080	4574	654	2	0	0	0	13391	2482	2,0743
199 NEEDHAM	N	2139	306	1557	223	0	0	0	0	8939	1633	1,4797
201 NEW BEDFORD	Y	26611	3802	80183	11455	1405	201	0	0	63660	11870	19,9187
204 NEWBURYPORT	N	6229	890	3629	518	0	0	0	0	9633	1704	22,603
207 NEWTON	N	15130	2162	21115	3017	245	35	0	0	26331	4534	77569
209 NORTH ADAMS	Y	7451	1065	17094	2442	0	0	0	0	15596	2905	4,6553
210 NORTH BRIDGE	N	3950	564	9719	1389	23	3	0	0	18700	3598	3,7946
211 NORTH ANDOVER	N	1665	218	3055	436	1	0	0	0	7625	1385	1,4405
212 NORTH ATTLEBOROUGH	Y	1625	232	3488	478	0	0	0	0	12819	2269	20,931
214 NORTH BRIDGE	N	1869	267	3406	487	0	0	0	0	8422	1536	1,5987
215 NORTH BROOKFIELD	N	1064	152	2121	303	0	0	0	0	3177	609	7426
217 NORTH READING	N	423	61	430	62	0	0	0	0	5678	1057	7711
216 NORTHUM	Y	1967	281	2466	352	0	0	0	0	6157	1466	14,691
219 NORFELL	N	983	141	353	51	0	0	0	0	4289	799	4,616
240 NORWOOD	N	2503	358	7948	1136	3	0	0	0	14986	2786	29,720
247 PALMER	N	1850	266	5824	682	0	0	0	0	9013	1645	20,262
249 PLAINFIELD	N	14534	2076	24038	3548	143	21	0	0	6985	1342	17107
										30970	4995	61125

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

FY86 CARL D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEOWNER, ADULT TRAINING, PROGRAM EXPANSION
AND CONSUMER & HOMEOWNER EDUCATION

LOCAL EDUCATION AGENCY	LOCUR	HANDICAP TRAINING	DISADV TRAINING	GUIDANCE	DISADV TRAINING	GUIDANCE	LIH	ENG	SGL PRNT	ADULT TRAINING	PROGRAM EXPANSION	CONSUMER HOMEOWNER	TOTAL
236 PIKEFIELD	Y	16741	2677	37703	5386	56	8	0	0	54073	8265	126911	
242 PREVINCEN	N	701	100	1627	233	0	0	0	0	1889	283	4633	
243 QUINCY	N	23195	3314	38364	5401	0	0	0	0	59663	9463	139460	
244 RANDOLPH	H	6422	917	5961	852	4	1	0	0	10451	3487	36095	
246 RLAUDING	N	1058	151	1152	165	0	0	0	0	10810	1985	153279	
248 RIVERL	Y	9331	1333	37406	5155	0	0	0	0	30230	5206	86945	
251 ROCKLAND	Y	3300	471	11293	1613	0	0	0	0	15547	2824	35048	
252 RUMKERT	H	600	86	649	93	0	0	0	0	2123	340	3891	
258 SALEM	H	10962	2709	29085	4155	292	42	0	0	20941	3541	79727	
261 SANDWICH	H	3733	533	3617	517	0	0	0	0	3525	604	12529	
262 SAUGUS	H	4765	681	10907	1558	0	0	0	0	12673	2374	17956	
264 SCITUATE	H	4534	648	2866	409	0	0	0	0	9447	1731	19635	
265 SLEATOR	N	4016	574	2301	329	0	0	0	0	7508	1254	15982	
266 SHARON	N	2534	362	859	123	1	0	0	0	6964	1266	12109	
271 SHKESBURY	N	681	97	1014	259	0	0	0	0	7817	1418	12086	
273 SOMERSET	H	1891	270	6084	869	0	0	0	0	9580	1654	20340	
274 SOMERVILLE	Y	19392	2770	48163	6881	1035	148	0	0	65178	10435	154002	
277 SOUTHRIDGE	Y	5453	779	15428	2204	36	5	0	0	13725	2589	40219	
278 SOUTH HADLEY	N	4688	670	2238	320	0	0	0	0	10101	1021	19636	
279 SOUTHWICK	H	1942	277	3209	459	0	0	0	0	6050	1117	13054	
281 SPRINGFIELD	Y	94499	13500	271525	30789	19133	2733	0	0	167029	25878	637686	
284 STURBRAM	H	2759	394	5382	769	112	2	0	0	10500	1953	21771	
285 STUGHTON	N	1913	273	5643	806	0	0	0	0	15709	2043	27167	
290 SUTTON	H	907	130	1678	240	0	0	0	0	3141	561	6657	
291 SWAMPSIDE	H	2480	355	1347	192	0	0	0	0	6134	1135	11651	
292 SWANSLA	H	2348	336	2964	424	0	0	0	0	9003	1786	17661	
293 TAUNTON	Y	12765	1824	44904	6415	1091	156	0	0	31491	5793	104439	
295 TURKSURRY	H	1704	243	2994	428	0	0	0	0	15212	2782	23363	
301 TURSDOROUGH	H	311	44	1072	153	0	0	0	0	3311	634	5525	
304 UBRIDGE	Y	13223	189	2588	370	0	0	0	0	5555	1002	11027	
305 WAKEFIELD	N	2366	338	8179	1169	31	5	0	0	14693	2267	40043	
307 WALPOLE	H	1018	146	1706	244	0	0	0	0	10308	1952	15454	
308 WALTHAM	H	13247	1935	19614	2831	129	19	0	0	35991	5553	79819	
309 WAKE	Y	2615	374	5813	830	3	0	0	0	7094	1270	17999	
310 WALTHAM	Y	7066	1010	17291	2470	0	0	0	0	11534	2040	41411	
314 WATERLOOM	H	5056	722	25518	3645	866	124	0	0	13033	2281	51247	
315 WAYLAND	H	3154	451	3475	496	35	5	0	0	4995	923	13534	
316 WESBIR	Y	3566	512	7360	1052	0	0	0	0	12667	2001	27376	
317 WELLESLEY	H	6271	896	968	130	0	0	0	0	6441	1129	15843	
321 WELTHORPE	H	867	124	1222	175	0	0	0	0	5822	1063	9273	

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

FY86 CARL D PERKINS EDUCATION ACT ALLOCATION
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	DEPR TRAINING	ECUN HANDICAP	HANDICAP	DISADV		DISADV		LIM ENG		LIM ENG		SCL PRNT		ADULT TRAINING		PROGRAM CONSUMER		TOTAL	
				TRAINING	GUIDANCE	TRAINING	GUIDANCE	TRAINING	GUIDANCE	TRAINING	GUIDANCE								
322 WLSI BOYLESTOWN	N	585	84	299	43	0	0	0	0	0	0	0	0	2347	421	3779	7939		
323 WLSI BRIDGEWATER	N	1029	261	731	105	0	0	0	0	0	0	0	0	4243	770	4243	770		
325 WESTFIELD	N	8089	1156	17342	33	5	0	0	0	0	0	0	0	29467	474	63344	63344		
326 WESTFORD	N	1256	179	458	66	0	0	0	0	0	0	0	0	8604	1630	12201	12201		
330 WLSION	N	2096	300	733	105	1	0	0	0	0	0	0	0	2322	436	5993	5993		
331 WESTPORT	N	1296	105	6471	925	0	0	0	0	0	0	0	0	7963	1424	18264	18264		
332 WLSI SPRINGFIELD	N	6345	907	13092	1870	0	0	0	0	0	0	0	0	14512	2743	39469	39469		
335 WESTWOOD	N	1291	184	445	64	0	0	0	0	0	0	0	0	876	7591	7591	7591		
336 WLEYWOOD	N	19080	2726	31359	480	315	45	0	0	0	0	0	0	45105	7441	110631	110631		
342 WILMINGTON	N	716	102	1537	220	0	0	0	0	0	0	0	0	8912	1629	13116	13116		
343 WINCHEON	Y	1926	275	4127	590	3	1	0	0	0	0	0	0	6145	1141	14208	14208		
344 WINCHESTER	N	1660	237	2889	413	7	1	0	0	0	0	0	0	7014	1294	13515	13515		
346 WINTHROP	N	4428	633	7498	1071	0	0	0	0	0	0	0	0	11472	2017	27119	27119		
347 WOBURN	N	7492	1070	17357	2480	7	1	0	0	0	0	0	0	17961	3428	49796	49796		
348 WURCESTER SMITH	Y	39210	5603	111033	15976	2755	0	0	0	0	0	0	0	105465	19792	299924	299924		
406 WURKHAMPTON SMITH	N	5457	780	5419	774	2	0	0	0	0	0	0	0	23178	2174	326125	326125		
408 WURCESTER TRADE	Y	25427	3633	102517	14645	197	28	0	0	0	0	0	0	63780	5725	215952	215952		
600 ACTION BOXBOULG	H	2695	385	1205	172	1	0	0	0	0	0	0	0	8919	1649	16026	16026		
603 ADAMS CHESHIRE	N	2419	346	5195	742	0	0	0	0	0	0	0	0	9272	1719	19693	19693		
605 AMHERST PELHAM	N	3314	474	7045	1006	24	4	0	0	0	0	0	0	14254	2687	28808	28808		
610 ASHBURNHAM-ELSTON	N	667	95	1413	202	0	0	0	0	0	0	0	0	5069	907	8353	8353		
615 ALEXUL-ROYALSTON	Y	4057	580	8711	1245	9	0	0	0	0	0	0	0	10090	1762	26445	26445		
616 BERKSHIRE HILLS	N	1948	278	2744	392	0	0	0	0	0	0	0	0	6622	1140	13132	13132		
620 BIRKIN BURLSTON	N	185	27	380	54	0	0	0	0	0	0	0	0	2211	414	32771	32771		
622 BLACKSTONE HILL	Y	1025	147	2201	315	0	0	0	0	0	0	0	0	6484	1183	11355	11355		
625 BRUGGATER-KAY	N	3490	499	9696	1385	0	0	0	0	0	0	0	0	14630	2662	37362	37362		
635 CENTRAL BERKSHIR	N	2179	311	5624	803	0	0	0	0	0	0	0	0	6013	1476	19406	19406		
640 CONCORD CARLISLE	N	1467	210	1810	259	3	0	0	0	0	0	0	0	5983	1087	10819	10819		
645 DEDNIS YARMOUTH	N	3832	548	7748	1107	9	0	0	0	0	0	0	0	11871	2134	27240	27240		
650 DIGHIUM REHOBOTH	N	4946	707	16162	2309	0	0	0	0	0	0	0	0	12013	1918	38055	38055		
655 DUVER-SHERBURN	N	1501	214	27	4	0	0	0	0	0	0	0	0	2292	420	4458	4458		
658 DUDLEY CHARLTON	Y	2693	385	4126	590	0	0	0	0	0	0	0	0	9350	1577	18721	18721		
660 HAUSEI	N	2095	299	2331	333	0	0	0	0	0	0	0	0	4494	757	10309	10309		
662 FREIGHTOWN LAKELV	N	1851	264	4675	582	0	0	0	0	0	0	0	0	9711	1678	18161	18161		
670 FRONTIER	N	576	82	1236	177	0	0	0	0	0	0	0	0	3177	580	5828	5828		
672 GATEWAY	N	1247	178	2677	302	0	0	0	0	0	0	0	0	5201	935	10620	10620		
673 GROTON-DUNSTABLE	N	1938	277	1070	153	0	0	0	0	0	0	0	0	3463	642	7543	7543		
674 GILL MONTAGUE	N	2026	290	4351	622	0	0	0	0	0	0	0	0	5249	992	12530	12530		
675 HAMILTON WELMAN	N	590	84	468	67	0	0	0	0	0	0	0	0	4784	881	6074	6074		
680 HAMPTON WILKIN	H	660	94	1417	202	0	0	0	0	0	0	0	0	8976	1607	17956	17956		

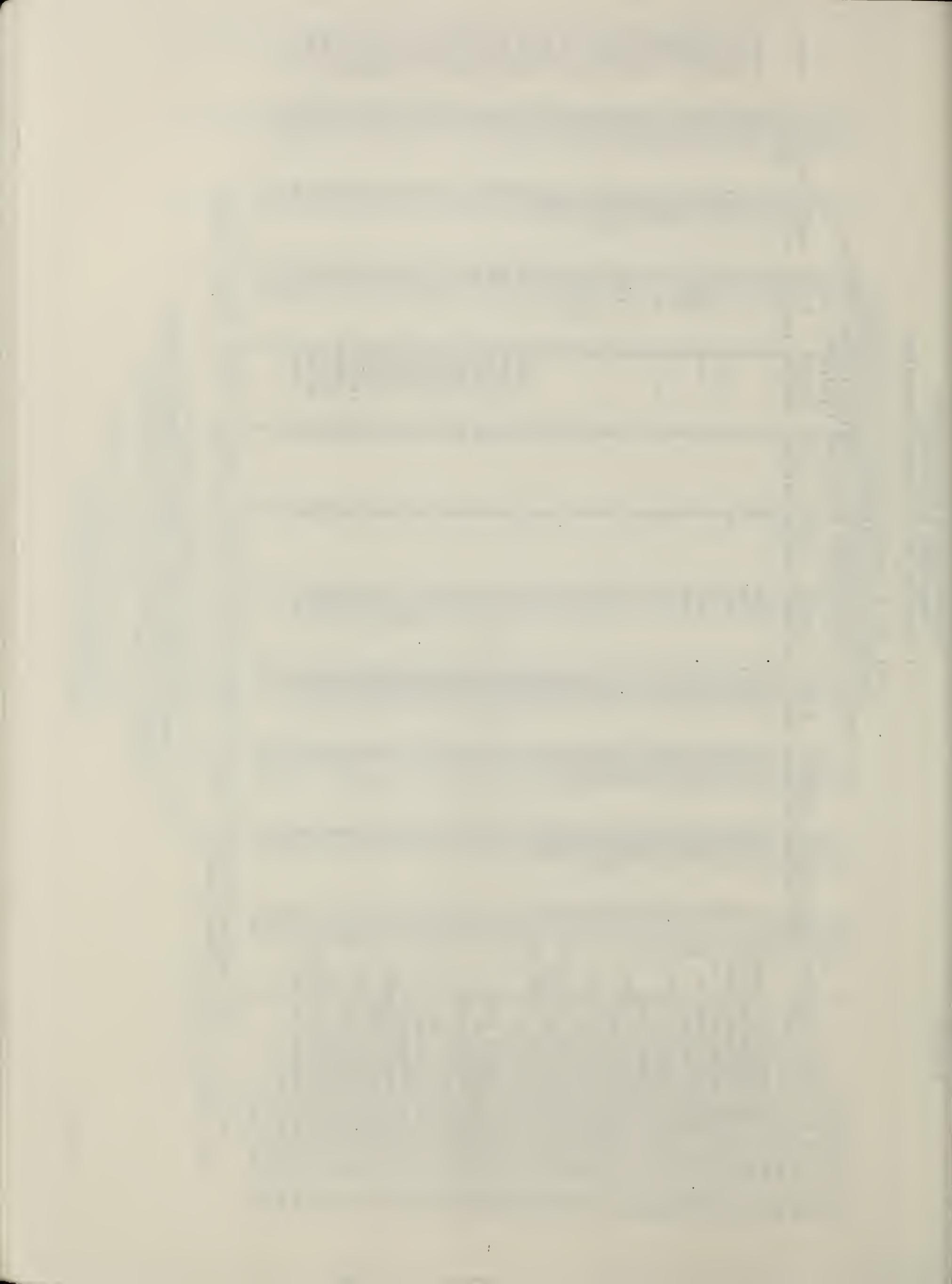
COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

FY86 CARR. D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	TECN HANICAP TRAINING DEPR	HANICAP GUIDANCE	DISADV TRAINING	DISADV GUIDANCE	TRAINING	GUIDANCE	HOMEMKR TRAINING	ADULT TRAINING	PROGRAM EXPANSION	HOMEPKP	INITIAL
663 HAMPSHIRE	N	351	50	754	108	0	0	5569	1037	7849	36481
690 KING PHILIP	N	8791	1256	4891	699	0	0	10216	0	0	15210
695 LINCOLN-SUDSBURY	N	2456	351	2425	347	0	0	8133	1498	1498	11272
760 MARSHAS VINE YARD	N	3203	458	3000	514	0	0	3018	479	479	15007
705 MASCUMMET	N	5997	857	735	105	0	0	6200	1113	1113	6476
710 MATTUN-UPION	N	1073	153	1039	149	0	0	3410	644	644	17312
715 MOUNT GREYLOCK	N	2684	304	2249	321	0	0	6457	1217	1217	20906
717 HAWK TRAIL	N	2187	313	10169	1453	11	2	5760	1083	1083	13807
720 HAWKANSSETT	Y	1464	209	5255	751	2	0	5101	940	940	15477
725 NASHUA	N	3415	400	3131	447	3	0	6753	1240	1240	9065
730 ROKHOBORO-SLUISE	N	298	43	640	92	0	0	6733	1259	1259	20006
735 RUMIN MIDDLESEX	N	4690	670	2242	320	0	0	10228	1656	1656	9921
740 OLD ROCHESTER	N	1057	151	1790	256	0	0	5668	994	994	15570
745 PELUCKETT	N	1375	196	3279	469	0	0	8657	1259	1259	4503
750 PIONEER VALLEY	N	356	51	766	109	0	0	2715	506	506	3669
751 PLUMOUTH CAVVER	N	8596	1220	17769	2537	7	1	0	2910	509	509
753 QUADUIN	Y	1231	176	2643	378	0	0	7134	1290	1290	17052
755 RALPH C. MAIAR	Y	2733	391	5868	838	0	0	7770	1362	1362	18962
760 SILVER LAKE	N	7773	1111	21533	3076	0	0	25662	3950	3950	63105
765 SOUTHERN BERKSHIRE	N	1234	176	1739	249	0	0	0	0	0	6017
767 SPRUCE EAST DUR	N	2652	379	11005	1512	0	0	10042	1619	1619	27469
770 TANASQUA	N	3270	467	7540	1077	0	0	14472	2108	2108	28934
773 WHITON	N	1649	236	7498	1071	0	0	8172	1458	1458	20004
775 MASSACHUSETT	N	1510	216	3572	510	0	0	13816	2520	2520	22144
776 MERRIMAC BROOKFI	N	2019	209	5560	795	0	0	5666	1079	1079	15436
780 WHITMAN HANSON	N	3307	472	5496	785	0	0	15560	2860	2860	20500
801 ASSABY VALLEY	N	11117	1908	4307	615	0	0	103715	30329	30329	154416
805 BLACKSTONE VALLE	N	8066	1152	3098	443	0	0	0	23842	23842	2030
806 BLUE HILLS	N	16322	2332	50063	7152	0	0	0	28260	28260	2335
810 BRISTOL PLYMOUTH	Y	10374	1402	14507	2072	17	2	26435	23656	23656	1906
815 CAPT COO	N	17706	2530	7965	1138	0	0	135121	13606	13606	162531
816 QUINONIN	N	7148	1021	3174	454	0	0	0	3387	425	425
818 FRANKLIN COUNTY	N	18186	2590	37948	5421	0	0	0	22789	1943	1943
821 GRIATER FALL. RIV	Y	11819	1699	14934	2134	34	5	0	39755	3469	3469
823 GRIATER LAKE LINE	Y	24105	3444	32955	4708	382	55	0	69602	6131	6131
822 GRIATER NEW LEIF	Y	19745	2821	26732	3819	554	79	0	373173	73023	73023
828 GRIATER LOWELL	Y	37179	5311	98696	14100	515	0	249404	63326	63326	6410
829 SOUTH MIDDLESEX	N	6151	879	5064	724	0	0	0	107420	1932	1932
830 SOUTH MTHAN RIC. VIL	N	27613	3945	1457	208	0	0	0	18960	1712	1712
832 RUMMICKSETT	Y	20031	2862	36565	5224	169	24	0	129578	3040	3040

FY86 CARL D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION
AND CONSUMER & HOMEPLAKER EDUCATION

LOCAL EDUCATION AGENCY	ECON HANDICAP TRAINING	DISADV HANDICAP TRAINING	DISADV GUIDANCE	LIM ENG TRAINING	LIM ENG GUIDANCE	SGL TRAINING	ADULT HOMEHR TRAINING	PROGRAM EXPANSION	CONSUMER HOMEPLKR	INITIAL
651 NORTHERN BEKKSHI	Y	4762	680	18558	2651	0	0	0	15995	1366
652 NASHOBA VALLEY	Y	1588	227	2214	316	0	0	0	17399	1523
653 NORTHEAST METROP	N	21914	3131	10421	1489	12	2	0	30587	2767
654 NORTH SHORE FEG	N	9239	1320	3339	477	0	0	0	8562	70272
655 OLD COLONY REG	Y	5665	809	15468	2210	0	0	0	754	21691
660 PATHFINDER	N	8722	1246	13719	1960	0	0	0	19115	121421
671 SHAWSHEN VALLEY	N	21523	3075	6801	972	0	0	0	3051	69932
672 SOUTHEASTERN	N	4039	691	11269	1610	26	4	0	2943	56217
673 SOUTHERN SHORE	N	7093	1013	5428	775	0	0	0	11700	27009
676 SOUTHERN WORCEST	Y	16490	2356	35534	5076	0	0	0	26167	27474
676 TRI COUNTY	N	21063	3009	2089	299	0	0	0	20839	1951
679 UPPER CAPE COU	Y	10702	1529	15591	2227	0	0	0	14108	1209
685 WHITTIER	N	18393	2656	17756	2537	0	0	0	127633	40729
910 BRISTOL COUNTY	A	2630	376	2256	322	0	0	0	9374	797
913 ESSEX AGR TECH	N	4899	700	17839	2548	0	0	0	9493	36192
915 NORFOLK COUNTY	A	1200	171	2231	319	0	0	0	6527	566
916 DURKSHIRE	0	0	0	38461	5495	0	0	0	52578	213438
918 BRISTOL	0	0	0	26631	3804	0	0	0	92899	15755
919 BUNKER HILL	0	0	0	227363	32481	0	0	0	137418	1051
919 CAPE COD	0	0	0	26262	3752	0	0	0	50555	49164
920 GREENFIELD	0	0	0	45168	6453	0	0	0	38371	89992
924 HOLYOKE	0	0	0	22533	3219	0	0	0	112532	130784
926 MASS. DAY	0	0	0	26497	3785	0	0	0	63887	94169
932 MASSASSIT	0	0	0	82177	11740	0	0	0	85290	179207
936 MIDDLESEX	0	0	0	58079	8297	0	0	0	60426	126002
940 MOUNT WACHUSETT	0	0	0	53066	7695	0	0	0	18312	109873
949 NORTHERN SHORE	0	0	0	88389	12627	0	0	0	82597	183683
944 NORTHERN ESSEX	0	0	0	51187	7312	0	0	0	113433	171937
954 QUINSIGAMOND	0	0	0	46251	6893	0	0	0	75806	110950
959 RUXBURY	0	0	0	68551	9793	0	0	0	63952	142296
964 SPRINGFIELD TECH	0	0	0	16662	2380	0	0	0	157586	176630
975 QUINCY JR. LEC.	0	0	0	34911	4987	0	0	0	47917	67815



4.5.3

FISCAL YEAR 1987

PROPOSED ALLOCATIONS

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY87 CARL D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	ECON HANICAP DEPK TRAINING	HANICAP GUIDANCE	DISADV TRAINING	GUIDANCE	TRAINING	GUIDANCE	HOMEMKR TRAINING	ADULT TRAINING	PROGRAM CONSUMER EXPANSN	HOMEMKR	TOTAL	
											LIM ENG	SGL PRNT
1 ABRINGTON	N	1750	437	1046	261	0	0	0	0	0	7116	1726
2 ALANAH	N	1765	441	2226	557	0	0	0	0	0	10570	16122
7 ARLESBURY	N	2594	648	4334	1064	0	0	0	0	0	8190	18794
9 ANDOVER	N	2521	630	767	192	1	0	0	0	0	7262	12955
10 ARLINGTON	N	9045	2261	8154	2039	41	10	0	0	0	12145	36600
14 ASHLAND	N	93	23	173	43	0	0	0	0	0	2973	722
16 AVILLEBURY	Y	10750	2687	27782	6946	675	169	0	0	0	31686	158789
17 AUBURN	N	434	109	750	187	0	0	0	0	0	5156	1259
18 AVON	N	676	169	816	204	0	0	0	0	0	2220	536
19 AYER	N	956	239	3158	789	2	1	0	0	0	7529	1699
20 BARNSTABLE	N	4766	1192	6912	1728	0	0	0	0	0	11503	2624
23 BLOFORD	N	1390	350	390	98	0	0	0	0	0	4546	1093
24 BLOOMFIELD	Y	814	203	670	167	0	0	0	0	0	3473	6142
25 BILLINGHAM	N	690	172	2550	637	0	0	0	0	0	8461	1949
26 BELMONT	N	872	218	540	135	1	0	0	0	0	5702	1359
28 BEVERLY	N	7138	1784	6775	1694	0	0	0	0	0	17923	3687
31 BILLERICA	N	2169	542	3426	857	0	0	0	0	0	19586	4682
35 BOSTON	Y	181941	45485	294858	73714	90953	22738	0	0	0	352170	75064
36 BOURJIL	N	2724	681	2507	627	0	0	0	0	0	6282	1504
40 BRAINIRLE	N	5751	1438	5418	1355	0	0	0	0	0	15418	37021
44 BRULKTUN	N	18919	4730	34502	8626	414	104	0	0	0	68461	15376
46 BRUUKLINE	N	5386	1346	9576	2394	222	55	0	0	0	13733	2943
48 BURKINGTUN	N	2850	713	800	220	0	0	0	0	0	7794	1796
49 CANTBRIDGE	N	12197	3069	21376	5364	223	56	0	0	0	36007	7766
50 CANTUN	N	1607	402	1504	376	0	0	0	0	0	6217	1486
52 CHATHAM	N	206	51	294	73	0	0	0	0	0	878	207
53 CHILLMSFORD	N	2664	666	1965	491	1	0	0	0	0	14461	3451
57 CHELSEA	Y	8684	2171	28844	7211	562	141	0	0	0	18552	4555
61 CHICOPLE	Y	10085	2521	36710	9177	198	49	0	0	0	37409	7564
64 CLINTON	Y	1940	485	4910	1227	15	4	0	0	0	62008	1468
65 COHADSET	N	841	210	149	37	0	0	0	0	0	2097	473
71 DANVERS	N	1695	424	6418	1604	0	0	0	0	0	1707	405
74 DARTMOUTH	N	1558	390	2952	738	0	0	0	0	0	9170	16182
73 DE DIAM	N	3629	907	2745	686	7	2	0	0	0	10534	18655
77 DOUGLAS	N	273	68	655	164	0	0	0	0	0	9230	2215
79 DRACUT	N	618	154	886	221	0	0	0	0	0	9247	2263
62 DUXBURY	N	2276	569	726	181	0	0	0	0	0	4608	1016
63 EAST BRIDGEWATER	N	1221	305	1170	293	0	0	0	0	0	5696	1394
66 EAST HAMPTON	N	1698	424	4569	1142	0	0	0	0	0	6224	1546
67 EAST LORTHALM	N	2334	584	540	135	0	0	0	0	0	6028	1389

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY87 CARE & PERMIS. EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEHOLDER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	OCEN HANICAP TRAINING	OCEN HANICAP GUIDANCE	DISADV TRAINING	DISADV GUIDANCE	LIM ENG TRAINING	LIM ENG GUIDANCE	SLC TRAINING	SLC GUIDANCE	ADULT HOMEMAKER TRAINING	PROGRAM CONSUMER EXPANSION	HOME PKP	101/1
68 EASTON	2085	521	1430	357	0	0	0	0	0	7339	1788	13520
73 EVERETT	6317	1579	12369	3097	34	0	0	0	0	16849	3439	43712
94 FAIRFIELD	1406	352	2394	590	1	0	0	0	0	9356	2000	16107
95 FALL RIVER	15007	3752	47039	11760	3089	772	0	0	45845	61073	13381	201716
96 FALMOUTH	3542	805	9567	2392	0	0	0	0	0	11110	2518	30022
97 PITTSBURG	7317	1829	19096	4974	499	125	0	0	0	16131	3800	54669
99 FOXBOROUGH	1508	377	949	237	0	0	0	0	0	6248	1494	10813
100 FRAMINGHAM	5820	1455	8213	2053	141	35	0	0	0	20521	5075	43313
101 FRANKLIN	1003	251	1605	401	0	0	0	0	0	9587	2240	18096
103 GARDNER	2726	601	4283	1071	0	0	0	0	0	8902	2095	19768
105 GLOUCESTER	694	174	1162	290	0	0	0	0	0	2974	724	7010
107 GLoucester	5245	1311	7441	1860	0	0	0	0	0	14842	3035	31724
110 GRAFTON	289	72	578	145	0	0	0	0	0	4058	912	6124
111 GRANBY	1406	351	1549	307	3	1	0	0	0	3063	726	7466
114 GLENFIELD	2258	564	5680	1422	0	0	0	0	0	9094	2149	21175
117 HADLEY	238	60	179	45	0	0	0	0	0	1117	270	1909
142 HANOVER	630	157	464	116	0	0	0	0	0	5059	1308	6614
125 HARVARD	340	87	420	105	0	0	0	0	0	2670	648	4278
146 HAWTHORNE	730	184	1109	277	0	0	0	0	0	2891	620	5819
147 HAZFIELD	74	18	130	34	0	0	0	0	0	1173	278	17115
146 HAZFIELD	3310	820	625	156	0	0	0	0	0	24476	5809	51224
151 HEDRUM	1315	329	1346	342	0	0	0	0	0	6443	1432	17794
153 HOLLISTON	332	83	432	100	0	0	0	0	0	5704	1404	13460
157 HOPKINSON	17122	4280	53091	13473	7925	1981	0	0	0	40583	8902	149127
156 HOPKINTON	298	74	1073	268	0	0	0	0	0	1950	438	4101
159 HOPKINTON	184	46	166	42	0	0	0	0	0	3175	700	4397
141 HOPKINTON	826	207	2290	572	4	1	0	0	0	7002	1751	17623
142 HOPKINTON	3034	959	4576	1144	0	0	0	0	0	6172	1805	20570
144 HOPKINTON	451	113	841	210	0	0	0	0	0	4062	958	6675
149 LAWRENCE	14063	3516	45746	11437	2106	527	0	0	0	30003	7032	114430
156 LITITZ	4038	1010	3310	828	0	0	0	0	0	3296	715	11197
151 LITITZ	775	194	1690	272	0	0	0	0	0	4872	1173	8776
156 LITITZ	678	170	770	193	0	0	0	0	0	1895	446	4142
153 LOMMELL	7293	1823	7479	1670	0	0	0	0	0	2720	4317	45501
152 LOMMELL	3366	846	726	101	0	0	0	0	0	8569	2010	16716
156 LOMMELL	166	41	221	55	0	0	0	0	0	2505	269	2677
159 LOMMELL	2406	602	231	58	0	0	0	0	0	4905	1103	9305
166 LOMMELL	9277	2319	17775	4444	0	0	0	0	0	46374	9720	82969
161 LOMMELL	1364	341	1656	414	0	0	0	0	0	7974	1909	13656

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY87 CAP. O PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	ECUN HANDICAP DEPRK TRAINING	HANDICAP DISADV TRAINING	DISADV GUIDANCE	DISADV TRAINING	GUIDANCE	ADULT TRAINING	ADULT HOMEWORK TRAINING	PROGRAM EXPANSION	CONSUMER HOMEMAKER	HOMEWORK TRAINING	ADULT HOMEWORK TRAINING	PROGRAM EXPANSION	CONSUMER HOMEMAKER
162 LUMENBURG	N	2295	574	2153	536	0	0	0	0	0	0	4785	1147
163 LYNN	Y	26526	6632	54047	13512	1422	366	0	0	0	0	72274	13610
164 LYNNFIELD	N	370	93	70	16	0	0	0	0	0	0	3074	725
165 MALDEN	N	6324	1581	9928	2482	0	0	0	0	0	0	23793	5842
166 MANCHESTER	N	295	74	264	66	0	0	0	0	0	0	1164	268
167 MANSFIELD	N	740	185	1202	301	0	0	0	0	0	0	4069	1139
168 MARBLEHEAD	N	195	49	365	91	0	0	0	0	0	0	4209	937
170 MARLBOROUGH	N	1274	318	2375	594	0	0	0	0	0	0	12352	3068
171 MARSHFIELD	N	4806	1202	4746	1187	0	0	0	0	0	0	10951	2510
172 MAYNARD	N	1338	335	1077	269	0	0	0	0	0	0	3999	975
173 MILFIELD	N	1118	279	996	249	0	0	0	0	0	0	3949	963
176 MILFORD	Y	11380	2845	9410	2353	0	0	0	0	0	0	32476	6478
177 MIDWAY	N	169	42	630	157	0	0	0	0	0	0	3389	611
178 MILLROSE	N	6019	1505	6519	1630	0	0	0	0	0	0	13455	2087
179 Mt. THUEN	N	2910	727	4272	1068	0	0	0	0	0	0	16317	3554
180 MIDLBURG	H	5297	1324	6247	1562	0	0	0	0	0	0	11364	2550
181 MILFORD	Y	626	157	1035	7126	1782	14	3	0	0	0	36340	12040
182 MILLBURY	N	147	37	275	69	0	0	0	0	0	0	2391	579
183 MILLIS	N	4381	1095	542	136	0	0	0	0	0	0	4769	1129
184 MILLIN	N	289	72	539	115	0	0	0	0	0	0	3014	931
185 MUNJIN	N	294	74	106	26	0	0	0	0	0	0	544	124
187 NANNUKET	H	4832	1208	2539	635	1	0	0	0	0	0	10360	2482
188 NATELK	N	1367	342	865	216	0	0	0	0	0	0	6920	1633
189 NELDIAH	N	17010	4252	44508	11127	780	195	0	0	0	0	49235	11670
190 NEW BEDFORD	Y	3982	995	2014	504	0	0	0	0	0	0	7467	1704
191 NEWBURYPORT	H	2525	631	5394	1349	13	3	0	0	0	0	20436	4534
192 NEW LONDON	H	9671	2418	11721	2930	136	34	0	0	0	0	10360	2482
193 NURKIN ADAMS	Y	4762	1191	9488	2372	0	0	0	0	0	0	12062	2904
194 NURKIN BRIDGE	N	1194	299	1091	473	0	0	0	0	0	0	14441	3698
195 NURKIN BROOKFIELD	N	680	170	1170	294	0	0	0	0	0	0	2454	609
196 NURKIN READIC	H	271	66	239	50	0	0	0	0	0	0	4391	1057
197 NURKIN READIC	Y	1258	314	1369	342	0	0	0	0	0	0	6319	1468
198 NURKIN READIC	N	629	157	107	49	0	0	0	0	0	0	3317	799
199 NURKIN READIC	H	1600	400	6412	1103	2	0	0	0	0	0	11592	2786
200 NURKIN READIC	Y	2322	580	2649	662	0	0	0	0	0	0	6978	1648
201 NURKIN READIC	N	1108	297	3233	808	0	0	0	0	0	0	5394	1347
202 NURKIN READIC	H	9290	2322	137P6	3447	80	20	0	0	0	0	24101	4995

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY87 CARRI PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	ECUW HANDICAP TRAINING	DISADV TRAINING	GUIDANCE	TRAINING	DISADV	LIH ENG	LIH ENG	SCL PRNT	ADULT TRAINING	PROGRAM EXPANSION	CONSUMR HOMPRK	INPUT
236 PITTSFIELD	Y	11979	2995	20927	5232	32	8	0	0	42167	8265	91604
242 PROVINCETOWN	N	440	112	903	226	0	0	0	0	1474	283	3446
243 QUINCY	N	14826	3706	21295	5324	0	0	0	0	46461	9463	131075
244 RANDOLPH	N	4105	1026	3309	827	2	1	0	0	14261	3467	27016
246 READING	N	676	169	640	150	0	0	0	0	8373	1905	17003
246 RIVERLINE	Y	5964	1491	20809	2202	0	0	0	0	23462	5208	62136
251 RUCKLAND	Y	2109	927	6268	1567	0	0	0	0	12039	2824	24334
252 RUMKURT	N	303	96	360	90	0	0	0	0	1652	340	7921
256 SALLY	N	12120	3030	15145	4036	162	41	0	0	16265	3541	54340
261 SANDWICH	N	2386	596	2000	502	0	0	0	0	2736	604	8832
262 SAUGUS	N	3046	761	6054	1514	0	0	0	0	9799	2374	23520
264 SCITUATE	N	2098	725	1590	390	0	0	0	0	7312	1731	14654
265 SELKIRK	N	2567	642	1270	319	0	0	0	0	5835	1254	11695
266 SHARON	N	1620	405	477	119	1	0	0	0	5392	1266	9260
271 SHKESWICKY	N	435	109	1007	252	0	0	0	0	6053	1410	9274
273 SHONKETT	N	1209	302	3377	644	0	0	0	0	7434	1654	14820
274 SOMERVILLE	Y	12394	3099	26734	6603	575	144	0	0	50737	10435	110801
277 SOUTHERN RIDGE	Y	3406	871	8563	2141	20	5	0	0	10609	2589	28284
278 SOUTH HADLEY	N	2997	749	1242	314	0	0	0	0	7924	1071	14964
279 SOUTHWICK	N	1241	310	1782	445	0	0	0	0	4681	1117	9576
281 SPRINGFIELD	Y	60401	15100	150717	37679	10620	2655	0	0	130834	25878	43864
284 STURBRIDGE	N	1763	441	2907	747	7	2	0	0	8122	1953	16022
285 STURGEON BAY	N	1222	306	3132	793	0	0	0	0	12166	2843	20452
286 STURGEON BAY	N	580	145	932	233	0	0	0	0	2434	561	4985
291 SWAMPSIDE	N	1590	397	747	187	0	0	0	0	4746	1135	8802
294 SWANSEA	N	1501	375	1646	411	0	0	0	0	7609	1706	13308
295 TAWANTIN	Y	8159	2040	24926	6231	606	151	0	0	24370	5793	17776
296 TELFERSHURY	N	1089	272	1662	416	0	0	0	0	11775	2762	17906
297 YANGBOROUGH	N	190	50	595	149	0	0	0	0	2558	634	4164
304 UXBRIDGE	Y	646	211	1437	359	0	0	0	0	4303	1002	91604
305 WAKEFIELD	N	1513	378	4540	1135	18	4	0	0	16273	11454	22677
307 WALPOLE	N	650	163	947	217	0	0	0	0	8031	1957	11080
308 WALTHAM	N	8650	2165	10998	2750	72	18	0	0	28056	6553	68270
309 WAKE	Y	1672	418	3226	807	2	0	0	0	5497	1270	12892
310 WALTHAM	Y	4517	1129	9598	2399	0	0	0	0	8941	2040	28624
314 WALTHAM	N	3231	800	14164	3541	482	121	0	0	10109	2281	14717
315 WAYLAND	N	2016	504	1929	482	19	5	0	0	3865	923	9147
316 WELDING	Y	2292	573	4086	1021	0	0	0	0	10027	2001	20000
317 WELLESLEY	N	4009	537	134	0	0	0	0	0	4995	1129	11806
318 WELTHAM	N	554	139	679	170	0	0	0	0	4507	1063	7111

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY87 CARL D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	ECEN	HANDICAP DEPR TRAINING	DISADV TRAINING	GUIDANCE	TRAINING	GUIDANCE	TRAINING	GUIDANCE	TRAINING	HOMEMKR TRAINING	ADULT EXPANSN	PROGRAM CONSUMER HOMEMKR	TOTAL	
342 WEST BOYLSTON	N	374	94	166	42	0	0	0	0	0	0	1019	421	2914
343 WEST BRIDGEWATER	N	1169	292	406	102	0	0	0	0	0	0	3286	770	6025
345 WESTFIELD	N	5170	1293	9626	2407	18	5	0	0	0	0	22927	4774	46220
346 WESTFORD	N	802	201	254	64	0	0	0	0	0	0	6648	1638	9607
349 WEST JUN	N	1340	335	406	102	1	0	0	0	0	0	1796	436	4416
351 WEST SPRINGFIELD	N	828	207	3592	898	0	0	0	0	0	0	6170	1424	13119
352 WESTFIELD	N	4056	1014	7267	1817	0	0	0	0	0	0	11217	2743	28114
355 WESTWOOD	N	825	206	247	62	0	0	0	0	0	0	3661	876	8877
356 Weymouth	N	12195	3049	17406	4352	175	44	0	0	0	0	35134	7441	79796
344 WILMINGTTON	N	458	114	854	213	0	0	0	0	0	0	6899	1629	16167
343 WINCHESTER	Y	1230	308	2291	573	2	0	0	0	0	0	4754	1141	16299
344 MINCHESTER	N	1061	265	1604	401	4	1	0	0	0	0	5427	1294	16057
346 WINTHROP	N	2830	708	4162	1041	0	0	0	0	0	0	8096	2017	19654
347 WOBURN	N	4768	1197	9634	2409	4	1	0	0	0	0	13876	3428	35337
348 WORCESTER	Y	25067	6267	62075	15519	990	247	0	0	0	0	81543	19792	211500
406 NORTHAMPTON SMIT	N	3488	872	3008	752	1	0	0	0	0	0	18336	2174	115519
406 WORCESTER TRADE	Y	16252	4063	56906	14226	109	27	0	0	0	0	50506	5725	147614
600 ACTION BUXUFUGI	N	1722	431	670	167	0	0	0	0	0	0	6901	1649	11540
603 ADAMS CHESTER	N	1546	387	2883	721	0	0	0	0	0	0	7173	1719	14429
605 AMHERST PELHAM	N	2118	530	3910	976	14	3	0	0	0	0	11019	2697	21259
610 ASHURNHAM-BELST	N	426	107	785	196	0	0	0	0	0	0	3927	907	6348
615 ATHOL-ROYALSTON	Y	2594	648	4835	1209	0	0	0	0	0	0	7826	1762	18874
616 BLKSHIRE HILLS	N	1245	311	1523	381	0	0	0	0	0	0	5138	1148	9746
620 BURLIN BOYLSTON	N	118	30	211	53	0	0	0	0	0	0	1710	414	2536
622 BLACKSTONE RILLY	Y	655	164	1222	306	0	0	0	0	0	0	5019	1183	8549
625 BRIDGEWATER-KYNN	N	2231	558	5382	1346	0	0	0	0	0	0	11328	2662	24907
635 CENTRAL BERNARD	N	1393	348	3122	780	0	0	0	0	0	0	6200	1476	13319
640 CUMLUCK CARRIL	N	938	234	1005	251	2	0	0	0	0	0	4633	1087	8150
645 DUNNIS YARMOUTH	N	2450	612	4301	1075	0	0	0	0	0	0	9197	2134	19760
650 DUGIUN REEDHILL	N	3162	790	8971	2243	0	0	0	0	0	0	9999	1918	27063
655 DUVER-SHERBURN	N	959	240	15	4	0	0	0	0	0	0	1774	420	3412
656 DUDLEY CHARLI	Y	1722	430	2290	573	0	0	0	0	0	0	7263	1577	17655
660 NAUSET	N	1338	335	1294	323	0	0	0	0	0	0	3491	757	7638
665 FELTON LANTVIL	N	1163	296	2262	556	0	0	0	0	0	0	7536	1678	17652
670 FRONTIER	N	368	92	686	172	0	0	0	0	0	0	2459	580	4747
672 GATEWAY	N	797	199	1486	371	0	0	0	0	0	0	4029	935	7817
673 GROTON-DUKEVILLE	N	1238	310	594	148	0	0	0	0	0	0	2679	642	5611
674 GILL MURIAU	N	1295	324	2415	604	0	0	0	0	0	0	4057	992	9687
675 HAMILTON WILLIAM	N	377	94	260	65	0	0	0	0	0	0	3702	881	8379
680 HAMPTON WILLIAM	N	422	105	786	197	0	0	0	0	0	0	6945	16072	16072

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY07 CARL D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEOWNER EDUCATION

LOCAL EDUCATIONAL AGENCY	EDUCATIONAL HANDICAP TRAINING	EDUCATIONAL GUIDANCE	DISADV TRAINING	DISADV GUIDANCE	TRAINING	ADULT GUIDANCE	PROGRAM EXPANSION	PROGRAM CONSUMPTION	INITIAL FUNDING
663 FAIRFIELD	225	56	418	195	0	0	0	4308	1037
690 KING PHILIP	N	1405	2715	679	0	0	0	14235	2628
695 LINCOLN-SUDBURY	N	1570	392	1346	337	0	0	6294	1437
700 MARSH VINTNERS	N	2048	512	1990	500	0	0	7350	7807
705 MASQUIGUET	N	3834	958	408	192	0	0	4803	11210
710 MELVILLE-UPPER	N	686	171	577	144	0	0	2642	644
715 MUNIS GREYLICK	N	1716	429	1240	312	0	0	4991	1217
717 MUNICIPAL TRAIL	N	1398	350	5645	1411	6	0	4460	1083
720 NARRAGANSETT	Y	936	214	2917	729	1	0	4012	940
725 NASHUA	N	2103	546	1739	434	2	0	5226	1240
730 NEWBURY-SOUTHB	N	190	48	356	89	0	0	5207	1259
735 NORTHERN MIDDLESEX	N	2998	749	1244	311	0	0	7920	1656
740 OLD NEWCASTLE	N	676	169	994	246	0	0	4395	999
745 PELMELLET	N	870	220	1820	455	0	0	6699	1594
750 PINEHILL VALLEY	N	228	57	425	106	0	0	2100	506
751 PLUYON DE CARVER	N	5494	1374	9688	2464	4	1	16258	3669
753 QUADINN	Y	787	197	1467	367	0	0	5525	1290
755 RALPH C HARRAK	Y	1747	437	3257	814	0	0	6026	1362
760 SILVER LAKE	N	4960	1242	11953	2988	0	0	20006	3950
765 SOUTHERN BERKSHIRE	H	789	197	966	241	0	0	2257	509
767 SPENCER LAST DRY	H	1695	424	6109	1527	0	0	7777	1819
770 TANTASQUA	H	2090	523	4146	1046	0	0	11305	2108
773 TILTON	H	1054	264	4162	1041	0	0	6333	1458
775 WACHUSSETT	H	966	241	1982	496	0	0	10696	2620
776 WARREN WORLICK	H	1291	323	3090	773	0	0	4394	1079
780 WILMINGTON	H	2114	528	3050	763	0	0	12058	2860
781 ASSADET VALLEY	H	7106	1776	2390	598	0	0	106367	24012
785 BLACKSTONE VALLEY	H	2155	1289	1720	410	0	0	18901	2030
786 MOUNT HILLS	N	10433	2608	27789	6947	0	0	22417	2335
812 WILMINGTON	Y	6630	1658	8052	2013	10	2	22804	18759
815 LAKE WILMINGTON	N	11318	2029	4421	1105	0	0	140418	10789
816 WILMINGTON	H	4569	1142	1762	441	0	0	2659	425
818 FRANKLIN COLONY	H	11624	2906	21044	5266	0	0	10066	1943
821 GLAIER FALLS	Y	7554	1889	8290	2072	19	5	31500	3469
823 GLAIER LAKE	Y	15407	3052	10292	4573	213	53	55203	6131
825 GLAIER NEW BEDF	Y	12621	3155	14830	3710	307	77	57890	6213
829 GLAIER LAKEL	Y	23763	5941	54784	3696	1999	500	26946	50007
831 SOUTHERN MIDDLESEX	H	3931	983	2011	703	0	0	110232	137077
830 MIDDLEMAN RIVER	H	17650	4412	609	202	0	0	134100	15018
832 MULMULUSSET	Y	12803	3201	20297	5074	94	0	26551	3040
							23		

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY87 CARL D. PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	DEPR TRAINING	ECUN HANDICAP	DISADV	DISADY	TRAINING	GUIDANCE	TRAINING	GUIDANCE	ADULT	PROGRAM EXPANSION	CONSUMER	HOMEMAKR	INT'L			
													LIM ENG	SGL PRNT	HOMEMAKR	TRAINING
651 NORTHERN BERKSHIRE	Y	3043	761	10301	2575	0	0	0	0	0	12679	1366	30725	0	0	0
652 NASHUA VALLEY	Y	1015	254	1229	307	0	0	0	0	0	13705	1523	18113	0	0	0
653 NORTHEAST MTRUP	N	14007	3502	5785	1446	6	2	0	0	0	24227	2716	51601	0	0	0
654 NORTHSORE REG	N	5906	1476	1854	463	0	0	0	0	0	6783	754	17236	0	0	0
655 OLD COLONY REG	V	3621	905	8586	2146	0	0	0	0	0	75610	15146	107601	0	0	0
660 PATHFINDER	N	5575	1394	7615	1904	0	0	0	0	0	25798	10776	1241	54303	0	0
671 SHAMROCK VALLEY	N	13757	3439	3775	944	0	0	0	0	0	27337	3051	52303	0	0	0
672 SOUTHLAUREN	N	3093	773	6255	1564	14	4	0	0	0	27620	2943	47266	0	0	0
673 SOUTH SHORE	N	4534	1133	3013	753	0	0	0	0	0	9274	1000	19707	0	0	0
676 SOUTHERN WORKERS	Y	10540	2635	19724	4931	0	0	0	0	0	20620	21765	2418	82633	0	0
676 TELL COUNTRY	N	13462	3366	1160	290	0	0	0	0	0	16506	1851	36635	0	0	0
679 UPPER CAPE COD	Y	6840	1710	8654	2164	0	0	0	0	0	11183	1209	31760	0	0	0
685 WHITIER	N	11884	2971	9056	2464	0	0	0	0	0	129368	32276	3534	192353	0	0
910 BOSTON COUNTRY	Y	1682	420	1252	313	0	0	0	0	0	7431	797	11895	0	0	0
913 ESSEX AGR TECH	N	3131	783	9902	2475	0	0	0	0	0	7544	713	24540	0	0	0
915 NURFOLK COUNTY	A	766	192	1238	310	0	0	0	0	0	5172	566	P244	0	0	0
916 BERKSHIRE	N	0	0	21349	5337	0	0	0	0	0	52578	0	0	0	0	0
918 BRISTOL	Y	0	0	14782	3695	0	0	0	0	0	92899	0	0	0	0	0
919 BUNKER HILL	Y	0	0	126202	31550	0	0	0	0	0	137418	0	0	0	0	0
919 CAPE COD	Y	0	0	0	14578	3664	0	0	0	0	50555	0	0	0	0	0
920 GREENFIELD	N	0	0	25071	6268	0	0	0	0	0	38371	0	0	0	0	0
924 HUATUK	Y	0	0	12507	3127	0	0	0	0	0	112532	0	0	0	0	0
926 MASS. DAY	N	0	0	14707	3677	0	0	0	0	0	63087	0	0	0	0	0
927 MASSADULT	N	0	0	45614	11403	0	0	0	0	0	85290	0	0	0	0	0
928 MIDDLESEX	N	0	0	32238	8059	0	0	0	0	0	60426	0	0	0	0	0
929 MOUNT MACHUSIT	Y	0	0	29899	7475	0	0	0	0	0	48312	0	0	0	0	0
929 NORTHSORE	N	0	0	49062	12265	0	0	0	0	0	82597	0	0	0	0	0
934 NORTHERN ESSEX	N	0	0	28412	7103	0	0	0	0	0	113433	0	0	0	0	0
934 QUIGAMON	N	0	0	26762	6696	0	0	0	0	0	75806	0	0	0	0	0
939 RUXBURY	Y	0	0	38050	9513	0	0	0	0	0	63952	0	0	0	0	0
944 SPRINGFIELD TECH.	Y	0	0	9248	2312	0	0	0	0	0	157588	0	0	0	0	0
945 QUINCY JR. LBL.	N	0	0	19378	4844	0	0	0	0	0	47917	0	0	0	0	0
											77139	0	0	0	0	0

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FISCAL YEAR 1988

PROPOSED ALLOCATIONS

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY08 CARL D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	ECON HANDICAP DEPR TRAINING	DISADV GUIDANCE TRAINING	LIM ENG TRAINING	SCL TRAINING	ADULT HOME/HCR TRAINING	PROGRAM EXPANSION	CONSUMER HOMEPKR
1 ABRINGTON	N 1750	437	1046	261	0	0	7116
5 AGAWAM	N 1765	441	2226	557	0	0	10578
7 AMESBURY	N 2594	640	4334	1084	0	0	2555
9 ANDOVER	N 2521	630	767	192	1	0	1944
10 ARLINGTON	N 9045	2261	8154	2039	41	10	18794
14 ASHLAND	N 93	23	173	43	0	0	12955
16 ATTLEBORO	Y 10750	2687	27782	6946	675	0	36688
17 AUBURN	N 434	109	750	187	0	0	40277
18 AVON	N 676	169	816	204	0	0	156789
19 AYER	N 956	239	3158	789	2	1	7095
20 BARKSDALE	N 4768	1192	6912	1728	0	0	12373
23 BEDFORD	N 1398	350	390	98	0	0	2624
24 BELCHERTOWN	Y 814	203	670	167	0	0	28727
25 BILLINGHAM	N 690	172	2550	637	0	0	1949
26 BLMOUNT	N 872	218	540	135	1	0	14479
20 BLOVERLY	N 7138	1784	6775	1694	0	0	88277
31 BILLERICA	N 2169	542	3426	857	0	0	1093
35 BOSTON	Y 161941	45485	294858	73714	90953	22738	4682
36 BOURN	N 2724	681	2507	627	0	0	31262
40 BRAINERD	N 5751	1438	5418	1355	3	0	15376
44 BRUCKTON	Y 18919	4730	34502	8626	414	104	113923
46 BROOKLINE	N 53886	1346	9576	2394	222	55	35685
46 BURLINGTON	N 2850	713	880	220	0	0	14263
49 CAMBRIDGE	N 12197	3049	21376	5344	223	56	3641
50 CANTON	N 1607	402	1504	376	0	0	36007
55 CHATHAM	N 206	51	294	73	0	0	7794
26 CILLINGWORTH	N 2664	666	1965	491	1	0	1706
57 CHILDS LA	Y 6684	2171	28844	7211	562	141	36410
51 CHICUPLE	Y 10085	2521	36710	9177	198	49	4555
64 CLINTON	Y 1940	485	4910	1227	15	4	37409
65 CHIASSET	Y 841	210	149	37	0	0	7564
71 DANVERS	N 1695	424	6418	1604	0	0	103713
74 DARTMOUTH	N 1550	390	2952	738	0	0	1468
73 DE BIAH	N 1629	907	2745	606	7	2	16267
77 DUBLASS	N 273	68	655	164	0	0	3451
79 DUKUT	N 618	154	806	221	0	0	2097
62 DUXBURY	N 2276	569	726	191	0	0	405
61 EAST BRIDGEWATER	N 1221	305	1170	293	0	0	17277
66 EASTHAMPTON	N 1698	424	4569	1142	0	0	2263
67 EAST LONGMEADOW	N 2334	584	540	135	0	0	13389
							11010
							10421
							1016
							9376
							10019
							1334
							15696
							6224
							1546
							6026
							1389

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY98 CARRI PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	ECOM HANDICAP TRAINING	DISADV TRAINING	DISADV GUIDANCE	DISADV TRAINING	LIT ENG	LIT ENG	SCD PRNT	ADULT TRAINING	PROGRAM CONSUMERS	HOME MKP	INITIAL
68 EASTOR	2085	521	1430	357	0	0	0	0	7339	1788	17520
69 LIVRETT	6317	1579	12369	3097	34	6	0	0	16849	3439	43712
94 FAIRHAVEN	1406	352	2394	590	1	0	0	0	0	0	15107
95 FALL RIVER	15007	3752	47039	11760	3089	72	0	0	45845	61073	13381
96 FALMOUTH	3542	885	9567	2392	0	0	0	0	11110	2518	30022
97 FELICIBURG	7317	1829	19096	4974	499	125	0	0	16131	3698	54669
99 FOXBURGH	1508	377	949	237	0	0	0	0	0	1494	10813
100 FRAMINGHAM	5820	1455	8213	2053	141	35	0	0	20521	5075	41313
101 FRANKLIN	1003	251	1605	401	0	0	0	0	9567	2249	16096
103 GARDNER	2726	681	4283	1071	0	0	0	0	8902	2095	19758
105 GEORGETOWN	694	174	1162	290	0	0	0	0	2974	724	6018
107 GLoucester	5245	1311	7441	1860	0	0	0	0	14842	3035	33734
110 GRAFTON	289	72	578	145	0	0	0	0	4058	902	6124
111 GRANBY	1406	351	1549	387	3	1	0	0	3063	726	7486
114 GLENMONT	2258	564	5688	1422	0	0	0	0	2149	21175	21175
117 HADLEY	228	60	179	45	0	0	0	0	1117	270	1909
142 HARVARD	630	157	464	116	0	0	0	0	5859	1368	6614
145 HARVARD	348	87	420	105	0	0	0	0	2670	648	4278
146 HAWTHORN	738	184	1109	277	0	0	0	0	2891	670	5819
147 HALFILL	74	18	138	34	0	0	0	0	1173	278	1714
148 HAWTHORPE	5964	1491	18606	4672	101	25	0	0	24476	5409	51224
151 HINSHAW	3310	828	625	156	0	0	0	0	6443	1432	12794
153 HOLbrook	1315	329	1366	342	0	0	0	0	5704	1404	13460
156 HOLLISTON	332	83	432	108	0	0	0	0	5711	1406	1072
157 NEW YORK	17122	4200	53691	13473	7925	1981	0	0	40503	8902	148127
158 HOPEDALE	298	74	1073	268	0	0	0	0	1950	498	4101
159 HOPKINS敦	184	46	166	42	0	0	0	0	3175	780	4392
161 HOSSEMER	926	207	2290	572	4	1	0	0	7002	1751	17653
164 HOTL	3834	959	4576	1144	0	0	0	0	8172	1805	28570
164 IPSWICH	451	113	841	210	0	0	0	0	4062	956	6635
149 LAWRENCE	14063	3516	45746	11437	2106	527	0	0	30003	7032	114430
150 LIT.	4030	1010	3310	620	0	0	0	0	3296	715	11197
151 LITICESTER	775	194	1690	272	0	0	0	0	4872	1173	8776
152 LIXX	678	170	770	193	0	0	0	0	1095	446	4142
153 LUDLAW	7291	1823	7470	1870	0	0	0	0	22720	4317	46501
155 LUXINGTON	3366	846	726	181	0	0	0	0	8569	2016	16710
156 LITTLETON	166	41	221	55	0	0	0	0	2505	689	34677
159 LUNCHADAM	2406	602	231	58	0	0	0	0	4905	1103	9305
160 LUNL	9277	2319	1775	444	0	0	0	0	60374	9720	61900
161 LUTL	1364	341	1656	414	0	0	0	0	0	1974	16658

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY88 CARL D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	DEPT	ECUN	HANDICAP TRAINING	DISADV GUIDANCE	DISADV TRAINING	GUIDANCE	ADULT TRAINING	PROGRAM EXPANSION	CONSUMER HOMEPKPK	TOTAL
162 LUNENBURG	N	2295	574	2153	538	0	0	4785	1147	11497
163 LYNN	Y	26526	6632	54047	13512	1422	356	0	0	108379
164 LYNNFIELD	N	370	93	70	10	0	0	3074	725	4350
165 MALDEN	N	6324	1501	9928	2492	0	0	0	23793	5842
166 MANCHSTER	N	295	74	264	66	0	0	0	1164	2131
167 MANSFIELD	N	740	185	1202	301	0	0	4869	1139	8436
168 MARBLEHEAD	N	195	49	365	91	0	0	0	937	5846
170 MARLBOROUGH	N	1274	310	2375	594	0	0	12352	3068	10981
171 MARSHFIELD	N	4806	1202	4746	1187	0	0	0	10951	2510
174 MAYNARD	N	1338	335	1077	269	0	0	0	3999	975
175 MILFIELD	H	1116	279	996	249	0	0	0	3949	963
176 MILFORD	Y	11380	2045	9410	2353	0	0	0	32476	6478
177 MIDWAY	N	169	42	630	157	0	0	0	3389	811
178 MILKHOUSE	N	6019	1505	6519	1630	0	0	0	13455	2887
181 MILTHUIN	N	2910	727	4272	1068	0	0	0	16317	3554
182 MIDDLEBURY	N	5297	1324	6247	1562	0	0	0	11384	2550
185 MILFURU	H	4140	1035	7126	1782	14	3	0	36340	12040
186 MILLBURY	Y	626	157	990	248	0	0	0	6013	1411
187 MILLIS	N	147	37	275	69	0	0	0	2391	579
189 MILLON	N	4381	1095	542	136	0	0	0	4769	1129
191 MUNJUN	N	289	72	539	135	0	0	0	3814	931
197 MANTULKEI	N	294	74	106	26	0	0	0	544	124
198 MATTICK	N	4832	1208	2539	635	1	0	0	10360	2482
199 MELDHAM	N	1367	342	865	216	0	0	0	6920	1633
201 MELDEORD	Y	17010	4252	44500	11127	780	195	0	49235	11870
204 MELHUURYOKI	H	3982	995	2014	504	0	0	0	7467	1704
207 MELWIL	N	9671	2418	11721	2930	136	34	0	20436	4534
214 MURKIN ADAMS	Y	4762	1191	9488	2372	0	0	0	12062	2906
210 MURKIN HAMPTON	N	2525	631	5394	1349	13	0	0	14441	3698
211 MURKIN ANDYVIL	N	1064	266	1695	424	1	0	0	5904	1305
212 MURKIN AVILLEBOROU	Y	1038	260	1936	484	0	0	0	9938	2269
214 MURKIN BRIDGE	N	1194	299	1691	473	0	0	0	6520	1536
215 MURKIN BROOKFIELD	N	680	170	1170	294	0	0	0	2454	609
217 MURKIN READINC	H	271	68	239	50	0	0	0	4391	1057
218 MURKIN	Y	1250	314	1369	342	0	0	0	6319	1468
219 MURKELL	N	629	157	197	49	0	0	0	3317	799
220 MURKWOOD	N	1600	400	4412	1103	2	0	0	11592	2786
226 MURFORD	Y	2322	500	2649	652	0	0	0	6978	1648
227 PALMER	H	1188	297	3233	808	0	0	0	5394	1342
229 PTAUDY	H	9290	2322	13786	3447	80	20	0	24101	4995

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FY88 CARL D'PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	TCUN HANDICAP TRAINING DPR TRAINING	DISADV		LIM ENG		SGL PRNT		ADULT TRAINING		PROGRAM CONSUMP EXPANSN		HOME PKR	
		DISABILITY	GUIDANCE	TRAINING	GUIDANCE	TRAINING	HOMEWORK	TRAINING	HOMEWORK	TRAINING	HOMEWORK	TRAINING	HOMEWORK
246 PITTSFIELD	Y	11978	2995	20927	5232	32	8	0	0	42167	8265	91604	3446
247 PROVINCETOWN	N	440	112	901	226	0	0	0	0	1474	283	101075	101075
248 QUINCY	N	14826	3706	21295	5324	0	0	0	0	46461	9463	3467	270118
249 RANDOLPH	N	4105	1026	3309	827	2	1	0	0	14261	3467	12003	1085
250 READING	N	676	169	640	160	0	0	0	0	23462	5208	62136	26374
251 RIVERDALE	Y	5964	1491	20809	5202	0	0	0	0	12039	2824	2995	2995
252 ROCKLAND	Y	2109	527	6268	1567	0	0	0	0	1652	340	2921	2921
253 ROCKPORT	N	303	96	360	90	0	0	0	0	16265	3541	56340	56340
254 SALEM	N	12120	3030	15145	4036	162	41	0	0	27336	604	4872	4872
255 SANDWICH	H	2386	596	2008	502	0	0	0	0	9799	2374	23540	23540
256 SAUGUS	N	3046	761	6054	1514	0	0	0	0	7312	1731	1464	1464
257 SCAFFLAGE	N	2898	725	1590	398	0	0	0	0	5035	1254	11895	11895
258 SEDGWICK	H	2567	642	1278	319	0	0	0	0	5392	1266	9280	9280
259 SHARON	H	1620	405	477	119	1	0	0	0	6053	1418	9274	9274
260 SHIRLEY	N	435	109	1007	252	0	0	0	0	7434	1654	14820	14820
261 SHIRESDALE	H	1209	302	3377	844	0	0	0	0	50737	10435	110801	110801
262 SHREVEVILLE	Y	12394	3099	26734	6683	575	144	0	0	10609	2589	26784	26784
263 SHUTTLEWORTH	Y	3486	671	8563	2141	20	5	0	0	7824	1021	14944	14944
264 SOUTH HADLEY	N	2997	749	1242	311	0	0	0	0	4681	1117	9576	9576
265 SOUTHWICK	H	1241	310	1782	445	0	0	0	0	130834	25878	437884	437884
266 SPRINGFIELD	Y	60401	15100	150717	37679	10620	2655	0	0	8122	1953	16022	16022
267 STURBRIDGE	N	1763	441	2907	747	7	2	0	0	12166	2843	20452	20452
268 STURBRIDGE	N	1222	306	3132	793	0	0	0	0	24370	5793	72276	72276
269 STURBRIDGE	N	580	145	932	233	0	0	0	0	11775	2782	17996	17996
270 STURBRIDGE	N	1590	397	747	187	0	0	0	0	4746	1135	8602	8602
271 SWANSEA	N	1501	375	1646	411	0	0	0	0	7589	1786	13268	13268
272 SWOONDAH	Y	0159	2040	24926	6231	606	151	0	0	24370	5793	72276	72276
273 TAUNTON	Y	1089	272	1662	416	0	0	0	0	11775	2782	17996	17996
274 TICONIC	N	198	50	595	149	0	0	0	0	2558	534	4164	4164
275 TICONIC	N	646	211	1437	359	0	0	0	0	4303	1002	9160	9160
276 TICONIC	N	1513	370	4540	1135	10	4	0	0	16273	11454	37587	37587
277 TICONIC	N	650	163	947	237	0	0	0	0	8031	1052	314900	314900
278 TICONIC	N	0658	2165	10998	2750	72	16	0	0	28056	5263	58270	58270
279 TICONIC	Y	1672	410	3226	807	2	0	0	0	5497	1270	12992	12992
280 TICONIC	Y	4517	1129	9598	2399	0	0	0	0	8941	2046	28624	28624
281 TICONIC	N	3231	808	14164	3541	482	121	0	0	10109	2281	14717	14717
282 TICONIC	N	2016	504	1929	482	19	5	0	0	3865	923	9747	9747
283 TICONIC	Y	2292	573	4686	1021	0	0	0	0	10027	2001	20000	20000
284 TICONIC	N	4009	1002	537	134	0	0	0	0	4995	1129	11076	11076
285 TICONIC	N	554	139	678	170	0	0	0	0	4507	1063	7111	7111

ESTIMATED FY88 CARL D PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, HOMEMAKER EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	ECUN HANICAP DEPR TRAINING	HANDICAP GUIDANCE	DISADV TRAINING	DISADV GUIDANCE	TRAINING	DISADV TRAINING	GUIDANCE	HOMEMAKER	TRAINING	ADULT PROGRAM EXPANSION	CONSUMER EXPANSION	HOMEMAKER	TOTAL	
342 WEST BRIDGEWATER	N	374	94	166	42	0	0	0	0	1019	421	2916	6025	
343 WESTFIELD	N	1169	292	406	132	0	0	0	0	3286	770			
345 WESTFIELD	N	5170	1293	9626	2407	18	5	0	0	22927	4774	46220	5607	
346 WESTFIELD	N	802	201	254	64	0	0	0	0	6648	1636			
350 WESTON	N	1340	335	406	102	1	0	0	0	1796	436	4416		
351 WESTPORT	N	828	207	3592	898	0	0	0	0	6170	1424	13119		
352 WEST SPRINGFIELD	N	4056	1014	7267	1817	0	0	0	0	11217	2743	28114		
355 WESTWOOD	N	825	206	247	62	0	0	0	0	3661	876	6877		
356 Weymouth	N	12195	3049	17406	4352	175	44	0	0	15134	7441	79796		
344 WILMINGTON	Y	458	114	854	213	0	0	0	0	6899	1629	10167		
343 WINCHESTER	N	1230	308	2291	573	2	0	0	0	4754	1141	10299		
344 WINCHESTER	N	1061	265	1604	401	4	1	0	0	5427	1294	10057		
346 WINTHROP	N	2030	708	4162	1041	0	0	0	0	8896	2017	19654		
347 WOBURN	N	4788	1197	9634	2409	4	1	0	0	13876	3428	35337		
348 WORCESTER	Y	25067	6267	62075	15519	990	247	0	0	81543	19792	211500		
406 NORTHAMPTON SMITH	N	3488	872	3008	752	1	0	0	0	18336	2174	116519		
408 WORCESTER TRADE	Y	16252	4063	56906	14226	109	27	0	0	50506	5725	147814		
600 ACTON BUXTON LUCHE	N	1722	431	670	167	0	0	0	0	6901	1649	11540		
603 ADAMS CLESHIPE	N	1546	387	2883	721	0	0	0	0	7173	1719	14429		
605 AMHERST PEORIA	N	2110	530	3910	978	14	3	0	0	11019	2687	21259		
610 ASHBURNHAM-WESTM	H	426	107	785	196	0	0	0	0	3927	907	6748		
615 ATHOL-ROYALSTON	Y	2594	648	4835	1209	0	0	0	0	7826	1762	18874		
616 BERKSHIRE HILLS	N	1245	311	1523	381	0	0	0	0	5138	1140	9746		
618 BERLIG BOYLSBURG	N	110	30	211	53	0	0	0	0	1710	414	2576		
622 BLACKSTONE RIVER	Y	655	164	1222	306	0	0	0	0	5019	1103	8849		
625 BIDDEFIELD-PELHAM	N	2231	558	5382	1346	0	0	0	0	11328	2662	23507		
625 CENTRAL BRKSHR	H	1393	348	3122	780	0	0	0	0	6200	1476	13319		
640 CUNLARD CARELL	H	938	234	1005	251	2	0	0	0	4633	1067	8160		
645 DENNIS YARMOUTH	H	2450	612	4301	1075	0	0	0	0	9197	2134	19760		
650 Dighton Rehoboth	H	3162	790	8971	2243	0	0	0	0	9999	1918	27083		
655 DUVER-SHERBURN	N	959	240	15	4	0	0	0	0	1774	420	3412		
656 DUDLEY LIMA LIMA	Y	1722	430	2290	573	0	0	0	0	7263	1577	13865		
660 HAUSER	H	1330	335	1294	323	0	0	0	0	3491	757	7878		
665 FELTON LAKETON	N	1183	296	2262	556	0	0	0	0	7536	1678	12621		
670 FRONTIER	H	360	92	686	172	0	0	0	0	2459	580	4367		
672 GATEWAY	N	797	199	1486	371	0	0	0	0	4029	918	7817		
673 GLOOM-DURSTON	H	1239	310	594	148	0	0	0	0	2679	642	6611		
674 GILL MORTAGUE	H	1295	324	2415	654	0	0	0	0	4057	697	9667		
675 HAMILTON WENHAM	H	377	94	260	65	0	0	0	0	3702	881	3779		
680 HANPOLD WILKINSON	H	422	105	786	197	0	0	0	0	6955	1607			

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
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ESTIMATED FY63 CARRI PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
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LOCAL EDUCATION ACTIVITY	EDUC HANICAP TRAINING	EDUC HANICAP GUIDANCE	DISADV TRAINING	DISADV GUIDANCE	IMM ENG TRAINING	IMM ENG GUIDANCE	HOMEWORK TRAINING	ADULT CONSUMER EXPANSION	PROGRAM CONSUMER EXPANSION	HOMEPKPKP	INITIAL
663 HANPSHIRE	225	56	416	135	0	0	0	4308	1037	6140	6140
690 KING PHILIP	5619	1405	2715	679	0	0	0	14235	2628	27281	27281
695 LINCOLN-SOMERLY	1570	392	1346	317	0	0	0	6294	1498	11437	11437
700 MARSH VILLYARD	2048	512	1998	500	0	0	0	2350	479	7887	7887
705 MASSACHUSETTS	3834	950	408	152	0	0	0	4803	1113	11216	11216
710 MENDON-UPPTON	686	171	577	144	0	0	0	2642	644	4864	4864
715 MOUNT CRYSTAL	1716	429	1248	312	0	0	0	4991	1217	9913	9913
717 BLACK TRAIL	1398	350	5645	1411	6	2	0	1460	1063	14365	14365
720 NARRAGANSETT	936	234	2917	729	1	0	0	4012	940	9769	9769
725 NASHUA	2183	546	1738	434	2	0	0	5226	1240	11369	11369
730 NORTH BURLINGTON-SE. Vt.	190	48	356	89	0	0	0	5207	1259	7149	7149
735 NURIN MIDDLESEX	2998	749	1244	311	0	0	0	7920	1056	1078	1078
740 OLD RUTLESK	676	169	994	246	0	0	0	4395	999	7481	7481
745 PINEY CUCKLE	870	220	1820	455	0	0	0	6699	1594	11666	11666
750 PINEHILL VALLEY	228	57	425	106	0	0	0	2100	506	3422	3422
751 PLYMOUTH CAVELA	5494	1374	9688	2464	4	1	0	16258	3669	39172	39172
753 QUADRANT	707	197	1467	367	0	0	0	5525	1290	9673	9673
755 RALPH C HANAK	1747	437	3257	814	0	0	0	6026	1362	13643	13643
760 SILVER LAKE	4968	1242	11953	2988	0	0	0	20006	3950	46167	46167
765 SOUTHERN BERKSHIRE	789	197	966	241	0	0	0	2257	509	4979	4979
767 SPRUCE LAST JAD	1695	424	6109	1527	0	0	0	7777	1619	19341	19341
770 TANASQUA	2090	523	4186	1046	0	0	0	11305	2108	21258	21258
773 TITON	1054	264	4162	1041	0	0	0	6333	1458	14312	14312
775 WACHUSSETT	966	241	1982	496	0	0	0	10696	2820	1901	1901
776 WALKER MURKIN	1291	323	3090	773	0	0	0	4394	1079	10950	10950
780 WILMINGTON HAMPTON	2114	528	3050	763	0	0	0	12058	2860	21373	21373
781 WYANDET VALLEY	7106	1776	2390	590	0	0	0	106367	24012	2745	2745
785 WYACKERON WELLS	5155	1289	1720	430	0	0	0	18901	2030	29525	29525
786 WYOMING HILLS	10433	2609	27789	697	0	0	0	22417	2335	22529	22529
787 WYOMING PLYMOUTH	6630	1658	8052	2013	10	2	0	22804	18759	19866	19866
788 ZAPPL CUD	11318	2029	4421	1105	0	0	0	140410	10789	1146	1146
789 ZUMHORN	4569	1142	1762	441	0	0	0	2659	425	18996	18996
816 FRANKLIN COUNTY	11624	2906	21064	5266	0	0	0	16066	1943	68669	68669
821 GHAIR FALL RIV	7554	1089	8290	2072	19	5	0	31500	3469	54769	54769
823 GHAIR LAWRENCE	15407	3852	10292	4573	213	53	0	55203	6131	103724	103724
825 GHAIR RLM GENE	12621	3155	14038	3710	307	77	0	387746	57890	6213	486057
826 GHAIR RLM GENE	23763	5941	34704	13696	1999	500	0	256946	50007	6410	414046
829 SOUTH MIDDLESEX	3931	981	2011	703	0	0	0	110232	16485	1932	137077
830 MINUTEMAN RIC VIL	17650	4412	809	202	0	0	0	134100	15018	1712	1712
834 MUNICIPALISIT	12063	3201	20297	5074	94	23	0	3050	7103	3050	3050

COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

ESTIMATED FYBB CARL O PERKINS EDUCATION ACT ALLOCATIONS
FOR HANDICAPPED, DISADVANTAGED, LIMITED ENGLISH,
SINGLE PARENT/HOMEMAKER, ADULT TRAINING, PROGRAM EXPANSION,
AND CONSUMER & HOMEMAKER EDUCATION

LOCAL EDUCATION AGENCY	ECUN	HANDICAP TRAINING	DISADV GUIDANCE	DISADV TRAINING	GUIDANCE	ADULT TRAINING	PROGRAM EXPANSION	HOME PKP
651 NORTHLN WILKSHI	Y	3043	761	10301	2575	0	0	1366
652 NASHUA VALLEY	N	1015	254	1229	307	0	0	1523
653 NORTHEAST HLRUP	N	14007	3502	5785	1446	6	0	1913
654 NORTH SHORE REG	N	5906	1476	1854	463	0	0	51691
655 OLD COLONY FIG V	N	3621	905	8586	2146	0	0	17236
656 PATHFINDER	N	5575	1394	7615	1954	0	0	107681
671 SHANNILEN VALLEY	N	13757	3439	3775	944	0	0	3051
672 SOUTHEAST LRT.	N	3093	773	6255	1564	14	0	52303
673 SOUTH SHIRE	N	4534	1133	3013	753	0	0	42266
676 SOUTHERN WORKERS	Y	10540	2635	19724	4931	0	0	19707
67b T&I COUNTY	N	13462	3366	1160	290	0	0	10776
679 UPPER CAPE L&D	Y	6840	1710	8654	2164	0	0	25798
682 WHITFIEL	N	11884	2971	9056	2464	0	0	54303
910 BOSTON COUNTRY	A	1682	420	1252	313	0	0	82633
913 ESSEX AGR TECH	N	3131	783	9902	2475	0	0	36435
915 NORFOLK COUNTRY	A	766	192	1238	310	0	0	42260
916 BERKSHIRE	N	0	0	21349	5337	0	0	107681
918 BRISTOL	Y	0	0	14782	3695	0	0	111376
919 BUNKER HILL	Y	0	0	126202	31550	0	0	295170
916 CAPE COD	N	0	0	14578	3644	0	0	6244
910 GREENFIELD	N	0	0	25071	6268	0	0	70274
914 HUYNOK	Y	0	0	12507	3127	0	0	111376
916 MASS. DAY	N	0	0	14707	3677	0	0	178166
912 MASSACHUSETT	N	0	0	45614	11403	0	0	37271
916 MIDDLESEX	N	0	0	32238	8059	0	0	69710
916 MOUNT WACHUSSETT	Y	0	0	29899	7475	0	0	85686
9149 NORTH SHIRE	N	0	0	49062	12265	0	0	143924
9144 NORTHERN ESSEX	N	0	0	28412	7103	0	0	148448
9124 QUINNIGAMOND	N	0	0	26782	6696	0	0	109204
9159 RUROUKY	Y	0	0	38050	9513	0	0	111515
9164 SPKINGFIELD TECH	Y	0	0	9248	2312	0	0	169148
9235 QUINCY JR. CUL.	N	0	0	19378	4844	0	0	72139
					47917	0	0	

5.0 Labor Market Conditions: Employment Needs

In order to improve the relevancy of program offerings for students during the next three years, of the Public Law 98-524 funds used for skill training programs, only programs which result in job preparation for occupations demonstrating employment demand will be funded. The Division of Occupational Education provides school districts with current employment demand lists and other publications that have been developed by the Job Market Research section of the Division of Employment Security. Two levels of analysis and dissemination of this information are utilized to accomplish this objective.

Statewide Demand Data

The first approach that has been used in Massachusetts to incorporate labor market information in the vocational education planning process involves an analysis of the statewide demand for labor related to vocational education programs. On the basis of this analysis a list of occupations that would be eligible for funding as vocational education programs has been developed and provided to eligible recipients. The final list was based on the following documents:

80 Job Opportunities For the 80's (Division of Employment Security and Massachusetts Occupational Information Coordinating Committee); Occupations in Massachusetts: Projected Changes 1980 to 1990 (Division of Employment Security); Massachusetts Employment: Projected Changes 1980 to 1990 (Division of Employment Security).

Sub-state Labor Market Information

The second approach to developing employment information for this Three Year Plan (1986-1988) involves the application of local labor market information to the process of planning vocational education programs. Labor market information for sub-state areas has been included in this Plan to reflect differences in the employment structure throughout Massachusetts. The use of labor market information for sub-state areas allows local education agencies to justify federal funding of vocational education programs on the basis of local employment opportunities. Local education agencies have been encouraged to offer vocational education programs which provide training in occupational areas expected to experience substantial local employment opportunities as one factor in the program development planning process.

To assist local education agencies in the use of employment data, the Division of Occupational Education requested that the Division of Employment Security produce local labor market information planning packages for sub-state areas. The Job Market Research Section of the Division of Employment Security developed these planning packages for the fifteen sub-state areas that reflect the organization of the JTPA Service Delivery Areas in Massachusetts. The type of data and format of the labor market information was the same for each of the fifteen areas. The information which was examined in each booklet included recent industrial and occupational trends, unemployment rates of the sub-state area as compared to state and national rates, and future occupational employment projections.

The data and brief analysis in each package provide local education agencies with the groundwork for assessing the economic conditions in each region and their implications for vocational education planning. Significant industries in each of the fifteen labor market areas which have evidenced either substantial growth or decline in the past two years have been identified. The occupational composition of the growth industries has been analyzed along with information on projected employment prospects. The end product of this analysis is a list of occupations which merit increased training. Relating vocational programs to these occupations provides some indication of the program that local education agencies wish to adopt or expand. A copy of the tables which relate vocational education programs to the high growth occupations in each labor market area have been included in the following pages. These tables present a brief summary of the vocational education programs which may be justified for federal funding on the basis of the labor market information produced by the Division of Employment Security.

These planning packages were disseminated to administrators of vocational education programs in local schools, to staff of the service delivery area offices, and to Department of Education central and regional office personnel. The Division of Employment Security and the Division of Occupational Education, with assistance from the Massachusetts Occupational Information Coordinating Committee, jointly presented these materials to local vocational school administrators during the June, 1984 Professional Improvement Conference for Vocational Educators. A one half day training session included an analysis of the data and an examination of growth industries and occupations in Massachusetts.

State-wide Demand List

The Occupations listed below are those which demonstrate a high labor market demand according to currently available data from the Massachusetts Division of Employment Security. Only those occupations which require less than baccalaureate level training are listed. The Department of Education restricts new program development to the occupations on this list, amendments to this list which result from the receipt of new data from state agencies, or programs for which an eligible recipient documents sub-state labor market demand to the satisfaction of the Division of Occupational Education.

DISTRIBUTIVE OCCUPATIONS

04.0400 Finance and Credit
04.0800 General Merchandising

HEALTH OCCUPATIONS

07.0101 Dental Assisting
07.0102 Dental Hygiene
07.0103 Dental Laboratory Technology
07.0203 Medical Laboratory Technology
07.0301 Nursing (Associate Degree)
07.0302 Practical Nursing
07.0303 Nursing Assistant
07.0305 Operating Rm Tech
07.0501 Radiologic Technology
07.0903 Respiratory Therapist
07.0904 Medical Assistant

CONSUMER AND HOMEMAKING

09.0201 Care and Guidance of Children
09.0203 Food Management Production and Services

OFFICE OCCUPATIONS

14.0100 Accounting and Computing
14.0201 Computer and Console Operator
14.0300 General Office Clerk
14.0400 Information Communications
14.0700 Stenographic, Secretarial and Related

TRADE AND INDUSTRY

17.0100 Heating, Ventilating, Air Conditioning
17.0302 Automotive Mechanics
17.0600 Business Machine Maintenance
17.1001 Carpentry
17.1003 Heavy Equipment Operation and Maintenance
17.1004 Masonry
17.1005 Painting and Decorating
17.1007 Plumbing and Pipefitting
17.1099 Construction and Maintenance
17.1100 Custodial Services
17.1300 Drafting
17.1400 Electrical
17.1500 Electronics Operations
17.1900 Graphic Arts Occupations
17.2302 Machine Shop
17.2305 Sheet Metal
17.2306 Welding and Cutting
17.2700 Plastics Occupations
17.2900 Quantity Food Occupations
17.2901 Baking
17.2902 Cook/Chef

TECHNOLOGY

16.0108 Electronic Technology
16.0109 Electromechanical Technology
16.0113 Mechanical Technology
16.0109 Computer Service Technician
16.0401 Computer Programmer

Berkshire Service Delivery Area

I. Introduction

The Berkshire SDA consists of two labor market areas: the Pittsfield LMA and the Great Barrington LMA.

The Berkshire SDA is comprised of two cities and thirty towns. The two cities are North Adams and Pittsfield. The thirty towns are:

Adams	Mount Washington
Alford	New Ashford
Becket	New Marlborough
Cheshire	Otis
Clarksburg	Peru
Dalton	Richmond
Egremont	Sandisfield
Florida	Savoy
Great Barrington	Sheffield
Hancock	Stockbridge
Hinsdale	Tyringham
Lanesborough	Washington
Lee	West Stockbridge
Lenox	Williamstown
Monterey	Windsor

The unemployment rate for the Berkshire SDA was 6.3 percent in April, 1984. This was a dramatic drop of 1.0 percentage point from the 7.3 percent recorded in March and a great improvement over a year ago when the rate was 7.6 percent. Nevertheless, the April 1984 rate for the Berkshire SDA is higher than the 5.7 percent for the Franklin-Hampshire SDA and the 6.0 percent for the Hampden SDA, the adjacent SDA's. Of the fifteen SDA's, Berkshire had the third highest unemployment rate in April 1984. Only the Bristol SDA and the New Bedford/Cape SDA had higher unemployment rates with 7.3 and 7.4 respectively. The spread between the Berkshire SDA and the State unemployment rate has increased between 1981 and 1983 from 0.1 percentage point to a full percentage point higher for the Berkshire SDA in 1983. On a more positive note, the national unemployment rate has been increasingly higher than the Berkshire SDA rate. In 1981, the U.S rate was 1.1 percentage point higher than the Berkshire rate; by 1983, the national rate had increased to a 1.7 percent differential. By April, 1984, the Berkshire SDA rate of 6.3 percent was 1.3 percentage points higher than the Massachusetts rate but was 2.6 percentage points below the national unemployment rate. Clearly, the Berkshire SDA felt the impact of the national recession more than Massachusetts as a whole.

The Berkshire SDA is still experiencing a high unemployment rate, especially in comparison to the Metro South/West SDA which recorded an April unemployment rate of 3.2 percent.

II.

Industry Analysis

The following industries in the Berkshire SDA indicate future job opportunities: eating and drinking places; sporting goods and toys, wholesale trade; paper products, wholesale trade; department stores; miscellaneous amusement and recreation services; individual and family services; and hospitals.

With the exception of eating and drinking places and hospitals, the growth rates of these industries are above the 2.1 percent average growth rate of private sector employment within the Berkshire SDA recorded between the third quarter of 1982 and the third quarter of 1983. Eating and drinking places and hospitals grew a little below the average growth rate of the SDA. All the selected industries are projected to grow statewide during the 1980's.

The SDA has a relatively stable manufacturing base. However, the wholesale and retail trade and the service industry divisions grew at rates more than one and a half times the average growth rate between the third quarters of 1982 and 1983. While health services in the Berkshire SDA grew by 1.8 percent, it is felt that the recent legislation on containing health care costs, Chapter 372, may have limited employment growth in the health field as hospital administrators assessed the implications of the legislation. Vocational education planners should maintain contact with health care providers in order to assess the ongoing effects of Chapter 372.

Manufacturing in the Berkshire SDA is highlighted by General Electric Company which is the largest employer with 7,000 workers. GE manufactures transformers, radio and TV communications equipment and also plastics materials and resins. GE employment represents 42.7 percent of all manufacturing and 13.5 percent of all private sector employment in the area. The other major employer is Sprague Electric, which makes electronic capacitors and employs about one-fifth the number employed by GE. Together GE and Sprague employ over 50 percent of manufacturing workers, accounting for 16.3 percent of private sector jobs in the Berkshire SDA. Retirement, attrition, layoffs, and redistribution of production facilities by both employers has resulted in a decline in the work force and spendable income in the Berkshire SDA.

Manufacturing as a percent of private sector employment has declined over the past three years, going from 35.2 percent in the third quarter 1981 to 33.4 percent in the third quarter 1982, down to 31.6 percent in the third quarter 1983. The recession influenced employment levels in 1981 and 1982, but recovery is still lagging in the Berkshire SDA. No significant improvement was seen in 1983.

The growth industries in the Berkshire SDA have been wholesale and retail trade and services. Wholesale and retail trade and the service industries show the greatest promise for employment opportunities in the Berkshire SDA. All the growth occupations selected for this report are in these two major industry divisions.

Wholesale and retail trade has maintained employment levels despite the recession and future prospects are good. In 1981, wholesale and retail trade had 13,800 workers (26.6 percent of private sector employment). In 1982, employment dropped to 13,000 workers (26.1 percent) as a result of recessionary pressures. With the 1983 recovery, however, employment bounced back to the 13,800 level. In recent months, the Northern Berkshire region has been affected by plant closings and reductions in force at companies that represent mature industries. The Governor has targeted that part of the region for special economic development and worker retraining efforts.

In recent months, the Northern Berkshire region has been affected by plant closings and reductions in force at companies that represent mature industries. The Governor has targeted that part of the region for special economic development and worker retraining efforts.

III. Occupational Analysis

From the list of targeted growth industries in the Berkshire SDA, ten occupations that generally require less than a Bachelor's degree were selected for analysis. These occupations should provide good employment opportunities throughout the 80's. Many of the occupations are closely allied to the eating and drinking places industry. All occupations are projected to grow at a faster rate than the State average.

Growth Industries

Sporting Goods and Toys, Wholesale Trade
Paper and Paper Products, Wholesale Trade
Department Stores
Eating and Drinking Places

Miscellaneous Amusement and Recreation Services
Hospitals
Individual and Family Services

Growth Occupations

Waiters/Waitresses
Fast Food Preparation Workers
Bartenders
Cooks
Cashiers
Nurse Aides
Social Service Aides
General Office Clerks
Bookkeepers
Secretaries

Boston Service Delivery Area

I. Introduction

The Boston Service Delivery Area consists solely of the City of Boston, the capital and largest city in Massachusetts. The various sections of Boston include: Allston-Brighton, Back Bay, Beacon Hill, Downtown, North End-Waterfront, South End, Charlestown, East Boston, South Boston, Roxbury, Dorchester, Jamaica Plain, Hyde Park, West Roxbury, Roslindale-Mission Hill and Mattapan.

In April 1984, the unemployment rate for the SDA fell to 5.8 percent, a significant drop from the 7.6 percent recorded one year ago: Recently, the trend in unemployment in the SDA has been to post a rate approximately one percentage point above that of the State and 1.5 percentage points below that of the Nation. The Boston SDA provides a very high percentage of the jobs for its neighboring SDAs as it is the focal point of the Boston SMSA and has many commuters.

In 1981, the Boston SDA has an annual average unemployment rate of 7.9 percent which was above that of the State and the Nation with rates of 6.4 percent and 7.6 percent respectively. One can see how dramatically things have changed in the past few years as the Boston rate of 5.8 percent for April 1984 was well below that of the Nation (7.6 percent) and closer to that of the State (5.0 percent).

The fact that the gap between Massachusetts and Boston SDA rates has narrowed dramatically is highly significant because Massachusetts has consistently recorded the lowest unemployment rate of the ten large industrial states. The degree of unemployment in the Boston SDA now contrasts sharply with the national picture where the April unemployment rate of 7.6 percent was nearly 33 percent above the local rate.

The reasons the Boston SDA employment situation has brightened and the industries and occupations most likely to exhibit future growth will be presented in the next section.

II. Industry Analysis

A detailed analysis of the Boston SDA revealed seven industries with favorable prospects for future job opportunities: eating and drinking places; commercial and stock savings banks; security brokers and dealers; real estate agents and managers; hotels and motels; hospitals; and legal services.

All of these industries, with the exception of hospitals, demonstrated above average growth rates between the third quarter of 1982 and the third quarter of 1983. However, hospitals was included because it accounts for 10 percent of the private sector employment in the SDA and is likely to be an important source of job opportunities for program graduates. Within hospitals, the impact of Chapter 372, the new health cost containment legislation, needs to be followed closely by vocational education and other training institutes to assess its full effect on job growth.

Growth within the other selected industries occurred despite the fact that the national economy began a prolonged recession in July 1981 that did not officially end until November 1982. Furthermore, all of these industries are projected to show considerable growth at the state wide level during the 1980's.

The Boston SDA has a strong nonmanufacturing base, representing over 90 percent of total employment. Within the nonmanufacturing sector, services dominates with nearly 182,000 jobs and accounts for 35 percent of total employment. Service industries with employment opportunity include hotels and motels, legal services and hospitals.

III. Occupational Analysis

In the Boston SDA, 22 growth occupations were selected for analysis by examining the occupational structure of the growth industries. Occupations which accounted for a significant share of the industry's employment (2.0 percent minimum) and that were projected to grow by at least the state wide average rate of 12.0 percent during the 1980's were considered for inclusion. However, the exception to the 12 percent standard was made for occupations listed among the fastest growing during the 1980's and whose numbers of annual openings will be substantial due to the large size of the occupational group and because of high turnover and replacement demands.

Boston Service Delivery Area

Growth Industries

Eating and Drinking Places
Commercial and Stock Savings Bank
Security Brokers and Dealers
Real Estate Agents and Managers
Hotels, Motels and Tourist Courts
Personnel Supply Services
Hospitals*
Legal Services
Colleges and Universities

*Grew at slightly less than that of total employment in SDA

Growth Occupations

Waiter and Waitresses
Fast Food Preparation Workers
Restaurant Managers
Cooks
Bartenders
Secretaries
Bookkeepers
General Office Clerks
Desk Clerks
Bank Tellers
Security Guards
Cleaning Service Workers
System Analyst
Computer Programmers
Computer and Peripheral Equipment Operator
Carpenters
Paralegals
Registered Nurses
LPN's
Nurse Aides
Medical/Clinical Laboratory Technologists and Technicians
Radiologic Therapy Technologists

Bristol Service Delivery Area

I. Introduction

The Bristol Service Delivery Area (SDA) consists of the following cities and towns: Attleboro, Berkley, Dighton, Fall River, Mansfield, North Attleboro, Norton, Raynham, Rehoboth, Seekonk, Somerset, Swansea, Taunton, and Westport. In April 1984, the unemployment rate for the SDA fell to 7.3 percent, a significant drop from the 9.2 percent recorded one year ago. In this time period the state's unemployment rate declined from 6.7 percent to 5.0 percent and the national rate went from 10.0 percent to 7.6 percent. The 1.9 percent over-the-year decrease in the Bristol SDA rate is welcome news to an SDA which had the second highest unemployment rate in the State in April, 1984. Of the three SDA's that border on the Bristol SDA only the Brockton SDA had a greater decrease in its unemployment rate dropping from 7.6 percent to 5.6 percent. The Metro South/West SDA had the lowest unemployment rate with 3.2 percent, an over-the-year decline from an already low rate of 4.2 percent. The New Bedford/Cape Island SDA had the highest unemployment rate of 7.4 percent, a 1.7 percent decrease from the 9.1 percent rate recorded a year earlier.

II. Industry Analysis

The Bristol SDA has a strong manufacturing base. Whereas, manufacturing employment represents only 27 percent of private wage and salary employment at the statewide level, it represents almost half (44 percent) of these 102,800 jobs in the Bristol SDA. Durable goods employment makes up 54.1 percent of total manufacturing employment while statewide the percentage is 71 percent. Between third quarter 1981 and third quarter 1983; Bristol's manufacturing employment declined by 4.3 percent; however, statewide manufacturing decreased by 5.1 percent. In this time period, both Bristol and the State's durable goods employment declined by 5.3 percent. Bristol's nondurable goods employment decreased by 3.5 percent while statewide it decreased by 4.4 percent. The other two main industries in Bristol are wholesale and retail trade and services which make up 26.0 percent and 18.5 percent respectively of private sector employment. Statewide, the percentages for these industry divisions are 27 percent and 29 percent respectively. From 1981 to 1983 in the Bristol SDA, wholesale and retail trade employment expanded by four percent and services grew by eight percent. Statewide these industries grew by six percent and nine percent respectively.

The list of growth industries presented in this report was derived by selecting those industries that exceeded the overall employment growth rate of 3.6 percent in the Bristol SDA between 1981 third quarter and 1983 third quarter. The one exception was nursing and personal care facilities whose employment only expanded by 0.9 percent while the SDA employment grew by 3.6 percent. This growth occurred despite the fact that the national economy began a prolonged recession in July 1981 that did not officially end until November 1982. Job opportunities increased in the electrical industrial apparatus industry, department stores, commercial and stock savings banks, auto repair shops and individual and family services.

III. Occupational Analysis

The list of growth occupations presented in this report was obtained by examining the occupational structure of all growth industries and comparing those identified occupations with employment projections. All of the occupations which were selected account for at least a 2.0 percent share of industry employment and are projected to grow by at least 12.0 percent in the 1980's (the statewide average). Because the primary audience for these planning packages are vocational educational planners, engineering occupations and those occupations which required more than a bachelor's degree for entry were not included.

Growth Industries

Electrical Industrial Apparatus
Department Stores
Commercial and Stock Savings Banks
Auto Repair Shops
Individual and Family Services
Nursing and Personal Care Facilities

Growth Occupations

Automotive Mechanics
Electronic Assemblers
Cashiers
General Office Clerks
Bank Tellers
Social Service Aides
Nurse Aides
Licensed Practical Nurses

Brockton Service Delivery Area

I. Introduction

The Brockton Service Delivery Area (SDA) is composed of the following cities and towns; Abington, Avon, Bridgewater, Brockton, Easton, East Bridgewater, Hanson, Stoughton, West Bridgewater and Whitman. The Brockton SDA is composed of the Brockton SMSA except for the town of Halifax; and three towns within the Boston SMSA: Abington, Hanson, and Stoughton. All the cities and towns are within Plymouth County with the exceptions of Avon and Stoughton which are within Norfolk County and Easton which is within Bristol County. The Brockton SDA is bordered on the northwest by the Metro South/West SDA; on the northeast and southeast by the South Coastal SDA; and on the Southwest by the Bristol SDA. In April 1984, the unemployment rate dropped to 5.6 percent, a significant drop from the 7.6 percent rate recorded for April 1983 and a dramatic decrease from April 1982's rate of 8.8 percent. The Brockton SDA's unemployment rate ranks almost midway between the unemployment rates of its northern neighbors. Metro South/West SDA (3.2 percent in April) and South Coastal SDA (4.6 percent) and its contiguous souther SDA, Bristol with an unemployment rate of 7.3 percent. A year ago April, the unemployment rates of the contiguous SDA's were respectively; 4.2 percent, Metro South/West SDA; 6.1 percent South Coastal SDA; and 9.2 percent, Bristol SDA.

Although the Brockton SDA's unemployment rate in April was 0.6 percent higher than the five percent seasonally unadjusted rate of the State, it was two percent below the national rate of 7.6 percent. During the entire period of January 1982 through April 1984, the Brockton SDA unemployment rate has been higher than the Massachusetts unemployment rate but below the national rate. The Brockton SDA's annual average unemployment rate's for 1981, 1982, and 1983 were a consistent 0.9 percent higher than the Massachusetts rate. However, the difference between the Brockton SDA unemployment rate and the national rate has been increasing. The 1981 annual average national rate was 0.3 percent higher than the Brockton SDA's rate of 7.3 percent. By 1983, the differential between the U.S. rate and the Brockton SDA rose to 1.8 percent, a favorable trend. The following report explores the reasons that the Brockton SDA has been able to bounce back from the recessionary effects of 1982. The report focuses on the industries and the occupations which have exhibited growth between the third quarter of 1982 and the third quarter of 1983.

II. Industry Analysis

A detailed analysis of the Brockton SDA indicated that thirteen industries is within construction, two within manufacturing, three within retail trade, one within finance,

insurance and real estate, and six within the services. In the third quarter of 1983, the Brockton SDA had a greater share of construction and trade jobs to total employment than the State and a smaller share of manufacturing, finance, insurance and real estate, and six within the services. In the third quarter of 1983, the Brockton SDA had a greater share of construction and trade jobs to total employment than the State and a smaller share of manufacturing, finance, insurance, and real estate, and services employment than the State. This is consistent with the 1980 Census which indicated that the percentage share of service workers within the Brockton SDA was less than within the State and the percentage of retail trade workers was greater than the State. The percentage shares of resident manufacturing workers (25 percent) and resident finance, insurance, and real estate workers (6 percent) was the same for the Brockton SDA and the State.

With the exception of hospitals, the selected industries had employment growth rates at least fifty percent higher than the average growth rates of private sector employment (5.7%) within the SDA between the third quarter of 1982 and the third quarter of 1983. These growth industries are eating and drinking places, miscellaneous machinery, except electrical, grocery stores, miscellaneous business services, commercial and stock savings banks, general building contractors, women's ready-to-wear retail stores, individual and family services, automotive repair shops, laundry, cleaning, and garment services, miscellaneous manufacturing industries, civic, social and fraternal associations, and hospitals (private and public).

III. Occupational Analysis

Fourteen occupations should provide good employment opportunities throughout the 90's. Each of these occupations is projected to grow faster than the 12 percent growth rate for all occupations. In addition, each selected occupation has at least a two percent share of employment in one of the industries identified as having growth potential with the Brockton SDA.

Growth Industries

Eating and Drinking Places
Miscellaneous Machinery, except Electrical
Grocery Stores
Miscellaneous Business Services
Commercial and Stock Savings Banks
General Building Contractors
Women's Ready-to-Wear Retail Stores
Individual and Family Services
Automotive Repair Shops
Laundry, Cleaning, and Garment Services
Miscellaneous Manufacturing Industries
Civic, Social and fraternal Associations
Hospitals (Private and Public)*

* Represents 8 percent of total employment in SDA

Growth Occupations

Nurses, Professional
Cashiers
Secretaries
Bookkeepers
Licensed Practical Nurses
Cooks, Short Order
Cooks, Restaurant
Nurses Aides/Orderlies
Psychiatric Aides
Waiters/Waitresses
Bartenders
Food Preparation Workers
Cleaning Service Workers
Security Guards

Franklin/Hampshire Service Delivery Area

I. Introduction

The Franklin/Hampshire SDA is comprised of the 26 towns of Franklin County, the one city and the 19 towns of Hampshire County and four towns in Worcester County, a total of 50 municipalities. The towns of Franklin County are: Ashfield, Bernardston, Buckland, Charlemont, Colrain, Conway, Deerfield, Erving, Gill, Greenfield, Hawley, Heath, Leverett, Leyden, Monroe, Montague, New Salem, Northfield, Orange, Rowe, Shelburne, Shutesbury, Sunderland, Warwick, Wendell and Whately. The one city in Hampshire County is Northampton and the towns are: Amherst, Belchertown, Chesterfield, Cummington, Easthampton, Goshen, Granby, Hadley, Hatfield, Huntington, Middlefield, Pelham, Plainfield, Southampton, South Hadley, Ware, Westhampton, Williamsburg, and Worthington. The towns in Worcester County are: Athol, Petersham, Phillipston and Royalston.

The April 1984 unemployment rate for the Franklin/Hampshire SDA was 5.7 percent, a large decrease of 1.1 percentage points from the 6.8 percent recorded in March. The two adjoining SDA's had higher April rates, with the Berkshire SDA at 6.3 percent and the Hampden SDA at 6.0 percent. An even greater improvement occurred over the year with a drop of 1.3 percentage points from the 7.0 percent rate of April 1983. The effect of the recession and the subsequent recovery was seen in the annual average unemployment rates for the Franklin/Hampshire SDA, which went from 6.4 percent in 1981 to 8.1 percent in 1982, and then dropped slightly to 7.6 percent in 1983. The Franklin/Hampshire SDA's recovery parallels that of the State. However, the Franklin/Hampshire SDA felt the impact of the national recession more than the state as a whole. The 1981 annual average unemployment rate for both the Franklin/Hampshire SDA and the State was 6.4 percent, while the 1982 unemployment rate for the SDA was only a 0.1 percentage point higher than the State rate. By 1983, the Franklin/Hampshire SDA rate of 7.6 percent was a 0.7 percentage point higher than the State rate. In April 1984, this relationship held true with the Franklin/Hampshire SDA rate still a 0.7 percentage point greater than the State rate of 5.0 percent.

II. Industry Analysis

The Franklin/Hampshire SDA has an expanding nonmanufacturing sector in which the services industry has grown from 14,940 (28.4 percent of private sector employment) in the third quarter of 1981, to 16,520 (31.2 percent of private sector employment) in the third quarter of 1983. This industry division grew despite the

prolonged recession and surpassed the manufacturing sector in employment size. Wholesale and retail trade also showed a continuous growth pattern rising from 13,600 (25.9 percent of private sector employment) in 1981 to 14,570 (27.5 percent of private sector employment) in 1983.

As previously mentioned, manufacturing has declined to second in rank. In 1981, manufacturing employment totalled 16,210 or 30.8 percent of private sector employment, but declined to 14,730 or a 29.0 percent share in 1982. Manufacturing employment remained virtually unchanged in 1983, while its share of private sector employment dropped to 27.8 percent.

Overall, private sector employment in 1983 has been restored to its 1981 base. Tourism and travel have emerged in the area as a stimulus to employment, while the machinery and metal fabrication industries have dropped and still appear sluggish.

The following six industries in the Franklin/Hampshire SDA experienced growth in the past several years: nonresidential building construction; wholesale machine equipment and supplies; department stores; grocery stores; hotels and motels; and residential care. Each of these industries grew by more than the 4.4 percent private sector employment growth rate between third quarter 1982 and third quarter 1983. Although yearly growth in miscellaneous plastics products was not equal to the growth seen in private sector employment, the industry was included because of its large share of manufacturing employment.

III. Occupational Analysis

From the list of targeted growth industries in the Franklin/Hampshire SDA, eleven occupations that generally require less than a Bachelor's degree were selected for analysis. These occupations should provide good opportunities throughout the 80's. Most occupations such as waiters and waitresses and cooks are related to restaurants and hotels and motels. Cleaning service workers are employed largely in hotels and schools. The promising occupation in manufacturing is assemblers of plastics products. Occupations related to the trade industry are sales representatives and cashiers. With the exception of carpenters, found in construction and nurse aides, found in residential care, the remaining growth occupations are not unique to any specific industry.

Franklin/Hampshire Service Delivery Area

Growth Industries

Nonresidential Building Construction
Miscellaneous Plastic Products
Machinery Equipment and Supplies, Wholesale
Department Stores
Grocery Stores
Hotels and Motels
Residential Care

Growth Occupations

Cashiers
Cleaning Service Workers
Assemblers
Waiters/Waitresses
Nurse Aides
Bookkeepers
Sales Representatives
Carpenters
Secretaries
General Office Clerks
Cooks

Hampden Service Delivery Area

I.

Introduction

The Hampden Service Delivery Area (SDA) is identical to Hampden County and consists of 23 municipalities including the cities of Springfield, Chicopee, Holyoke and Westfield. All municipalities, with the exception of Blandford, Chester, Holland and Tolland are in the Springfield-Chicopee-Holyoke Labor Market Area.

Population in the Hampden SDA declined 3.5 percent between the 1970 and 1980 census. Furthermore, population is projected to drop 0.2 percent between 1980 and 1990.

The unemployment rate in the Hampden SDA in April 1984 was 6.0 percent, higher than the State unemployment rate of 5.0 percent but much lower than the national rate of 7.6 percent.

An over-the-year comparison showed that the unemployment rate dropped considerably from the 7.1 percent rate in April 1983. However, the 1.1 percentage point decline in unemployment in the Hampden SDA is not as sharp as the 1.7 percentage point drop in the state unemployment rate during this time period or as dramatic as the 3.7 percentage point drop of the adjacent Southern Worcester SDA. The Hampden SDA's unemployment rate was similar to the other two SDA's west of the Connecticut River, Berkshire and Franklin/Hampshire. In April 1983, the Berkshire SDA, the Franklin/Hampshire SDA and the Hampden SDA rates were all above seven percent. The 1.1 percentage point drop in Hampden unemployment rate between April 1983 and April 1984 was close to the 1.3 percentage point reduction recorded by both its northern neighbors, the Franklin/Hampshire SDA, and its western abutter, the Berkshire SDA.

The Hampden SDA's unemployment rate on an annual average basis has improved relative to the national unemployment rate. In 1981, Hampden's rate of 6.8 percent was 0.8 percentage points less than the national rate. The recession severely hit both the Hampden SDA and the Nation in 1982, driving unemployment rates up to 8.2 and 9.7 percent respectively. By 1983, the Hampden SDA unemployment rate of 7.7 percent was 1.9 percentage points below the national rate. Between 1982 and 1983, the Hampden SDA came out of the recession more quickly than the Nation, dropping 0.5 percentage point to a 7.7 percentage unemployment rate compared to a national drop of only 0.1 percentage point.

II. Industry Analysis

The Hampden SDA was one of four SDA's in the state to show a loss of private sector employment between the third quarter of 1981 and the third quarter of 1983. The Northern Worcester SDA, the Southern Worcester SDA, and the Lower Merrimack Valley SDA experienced losses in private sector employment at a greater rate than the faster Hampden SDA. However, the Northern Worcester SDA and the Southern Worcester SDA rebounded at faster rates than the Hampden SDA, while the loss in the Lower Merrimack Valley SDA was attributed entirely to a major labor dispute during August 1983. Total private wage and salary employment declined by 2,540 or 1.6 percent in the two year period, from 157,210 to 154,670. Even though four of the seven major industrial groups showed a gain in employment in the two year period, manufacturing, the largest group, showed a drastic drop of 7,250 (-13.0 percent) jobs. Other sectors losing jobs were construction (170 or -3.1 percent) and agriculture (160 or -13.9 percent).

In the manufacturing sector, almost 1,600 jobs were lost in nonelectrical machinery, between the third quarter of 1981 and the third quarter of 1983. Between the third quarters of 1981 and 1982, employment declined 15.4 percent or 1,225 jobs. A further decrease of 375 jobs left employment at 6,380 in 1983. Fabricated metal products posted the second largest manufacturing job loss with a decline of 1,430 jobs. Between the third quarter of 1981 and the third quarter of 1982, employment in this industry decreased 750 or 8.3 percent. An additional 680 jobs were lost between 1982 and 1983.

The miscellaneous manufacturing industries groups declined 1,420 jobs between the third quarters of 1981 and 1983. Nearly 70 percent of this loss occurred between 1981 and 1982 when employment decreased from 5,560 to 4,590. Another 450 jobs were lost between 1982 and 1983. These three industry groups' share of total manufacturing dropped from 40.5 percent in 1981 to 37.3 percent in 1983.

Fortunately, job gains were recorded in transportation, communications, and utilities (280 or 3.8 percent), trade (1,980 or 4.9 percent) finance, insurance and real estate (630 or 5.5 percent) and services (2,150 or percent).

An encouraging note is that overall private wage and salary employment between the third quarters of 1982 and 1983 shows an increase of 1,230 or 0.8 percent.

A comprehensive analysis was undertaken of all industries in the Hampden SDA that exhibited job gains between the third quarters of 1981 and 1983. Five industries with

good potential job opportunities were selected: electronic components and accessories; eating and drinking places; department stores; grocery stores; and miscellaneous business services.

III. Occupational Analysis

From the list of five targeted growth industries in the Hampden SDA, 12 occupations were selected for analysis. Occupations within these industries meet the following criteria; they account for at least two percent of employment in a selected industry; represent at least 50 jobs in the industries; have a state wide projected growth rated of 12 percent or more (the state wide average) or have large replacement needs (general office clerk); and generally require less than a Bachelor's degree.

Most of the occupations listed are relatively industry specific. Three of the 12 occupations listed are closely related to eating and drinking places. These include waiters and waitresses, fast food preparers, cooks and bartenders.

The remaining occupations such as bookkeeper, secretary and general office clerk are less industry specific. They were included in the list of occupations because of their growth potential and because they appear in many industries.

Hampden Service Delivery Area

Growth Industries

Electronic Components and Accessories
Eating and Drinking Places
Department Stores
Grocery Stores
Miscellaneous Business Services

Growth Occupations

Waiter and Waitress
Fast Food Preparation Worker
Cook
Bartender
Bookkeeper
Cashier
General Office Clerk
Security Guard
Secretary
Electronic Assembler
Electronic Technician
Cleaning Service Worker

Lower Merrimack Valley Service Delivery Area

I. Introduction

The Lower Merrimack Valley Service Delivery Area (SDA) is located in the northeast corner of the state near the New Hampshire border. It includes the cities of Lawrence, Haverhill and Newburyport and the towns of Amesbury, Andover, Boxford, Georgetown, Groveland, Newbury, North Andover, Methuen, Merrimac, Rowley, Salisbury and West Newbury. All fifteen cities and towns lie within Essex County.

Unemployment for the region runs somewhat higher than that of the State. In April 1984, the Lower Merrimack Valley unemployment rate stood at 5.6 percent compared to the Massachusetts seasonally unadjusted rate of 5.0 percent. While much higher than the comparable rates for the two other Northeast region SDAs (Northern Middlesex at 3.9 percent and Southern Essex at 4.6 percent), the Lower Merrimack Valley SDA does maintain a lower unemployment rate than those of the Southeast and Western region SDAs.

The unemployment rate in the Lower Merrimack Valley, however, is still two percentage points below the national rate. The rate has remained consistently below the national level for the past year and a half. Since October 1982, when both the Merrimack Valley and U.S. unemployment rates stood at 9.9 percent, Lower Merrimack Valley has experienced the sharpest drop in unemployment among the 15 Massachusetts SDAs. Likewise, the 2.2 percent drop in the annual average rate from 9.9 percent in 1982 to 7.7 percent in 1983 was the largest of any SDA and comparable in relative terms to the drop from 7.2 percent to 5.5 percent in the neighboring Northern Middlesex SDA. During this time period, the Massachusetts unemployment rate fell by only one percent, from 7.9 percent to 6.9 percent, while the national rate was virtually unchanged (9.7 percent to 9.6 percent).

In the next section we will explain why the Lower Merrimack Valley SDA improve its relative position in 1983 after a sharp deterioration in the 1981-1982 period, when the unemployment rate jumped from 6.4 percent to 9.9 percent. We will also highlight the industries and occupations that offer the best prospects for future job opportunities.

II. Industry Analysis

Private sector employment in the Lower Merrimack Valley SDA declined by 2,600 between the third quarters of 1981 and 1982, a period encompassing a major part of the July 1981 to November 1982 national recession. While local employment was dropping nearly three percent, Massachusetts employment actually increased by one percent between the third quarters of 1981 and 1982. During the 1982 to 1983 period, Lower Merrimack Valley employment growth paralleled that of the State, rebounding back to the 93,000* level by the third quarter 1983.

*This figure was adjusted upward from previously published data to negate the effect of a major labor dispute in August 1983.

The Lower Merrimack Valley region was more adversely affected by the national recession than was the state as a whole. Approximately 44 percent of private wage and salary employment is concentrated in the manufacturing sector compared to only 27 percent at the statewide level. In sharp contrast to the neighboring Northern Middlesex SDA which has two thirds of its manufacturing workers in high technology industries, less than 30 percent of Lower Merrimack Valley manufacturing jobs are in such industries. The area has a higher concentration of more traditional durable goods industries that did not fare well during the 1981-1982 recession. Manufacturing employment dropped over eight percent during this period compared to a drop of under five percent for the state. Between 1982 and 1983 manufacturing employment stabilized in both the SDA and the state. The relative improvement in the unemployment rate during this period could be partly attributed to local residents finding employment in the prospering Boston and Lowell labor market areas and the southern New Hampshire region.

Three high technology industries, however, did exhibit significant employment increases during the two year period under study: office and computing machines; electronic components and accessories; and guided missiles and space vehicles.

III. Occupational Analysis

We have selected 16 occupations that should provide good employment opportunities throughout the 80's. Each of these occupations at the state wide level is projected to grow faster than the 12 percent growth rate average for all occupations. In addition, each selected occupation maintains at least a two percent share of employment in one of the nine targeted Lower Merrimack Valley SDA industries.

Lower Merrimack Valley Service Delivery Area

Growth Industries

Office and Computing Machines
Electronic Components and Accessories
Guided Missiles and Space Vehicles
Eating and Drinking Places
Business Services
Hotels and Motels
Nursing and Personal Care Facilities
Individual Family Services
Mutual Savings Banks

Growth Occupations

Systems Analysts
Computer Programmers
Electronic Technicians
Electronic Assemblers
Product/Material Testers
Secretaries
Security Guards
Cleaning Service Workers
Waiter and Waitresses
Fast Food Preparation Workers
Cooks
Licensed Practical Nurses
Nurse Aides
Bank Tellers
Case Workers
Desk Clerks

Metro North Service Delivery Area

I. Introduction

The Metro North Service Delivery Area (SDA) consists of nine cities and eleven towns which are parts of Middlesex and Suffolk Counties, north of Boston. All the cities and towns of the Metro North SDA are within the Boston Standard Metropolitan Statistical Area (SMSA).

In April 1984, the unemployment rate for the SDA was 4.2 percent, third lowest of 15 SDAs in Massachusetts. This compares with a state wide rate of 5.0 percent and a national rate of 7.6 percent, both seasonally unadjusted. The SDA rate of 4.2 percent was down from 5.5 percent in April of 1983 and was dramatically lower than the recession high of 7.9 percent in July 1982, reflecting the strong recovery of the Metro North SDA (and the state) from the recession.

II. Industry Analysis

Between the third quarter of 1981 and the third quarter of 1983, total employment in the Metro North SDA grew by almost 15,000 jobs to 310,000, a 4.8 percent gain. Almost all of this growth was in the private sector which grew by 5.2 percent during this same period, reaching a high of 286,000 during the third quarter of 1983.

An analysis of all industries in the SDA led to a selection of those industries of substantial size whose growth during this two year period exceeded the 5.2 percent growth rate of all private sector employment. Also selected were two very large industries (hospitals and colleges and universities) which grew by a somewhat lower rate but whose size indicated a very substantial number of job openings due to turnover.

Of the eleven industries selected, two fall into the area of high technology manufacturing, three are in retail trade, and six are in the services sector. The two high tech manufacturing industries, office and computer machines and electronic components and accessories, are the two largest manufacturing industries in the SDA.

III. Occupational Analysis

In each selected industry those occupations that constituted over two percent of industry employment were analyzed. Engineering occupations and occupations requiring more than a bachelor's degree were eliminated. The remaining occupations were selected if they had projected growth rates higher than the twelve percent growth protected for all occupations in Massachusetts from

1980 to 1990, or if they had very high replacement demand and numbered over 100 jobs in the selected industries.

Of all the occupations selected, the one found in the largest number of industries was secretaries, found in seven of the eleven selected industries. More than 4,000 secretaries were employed in the eleven industries, with the largest number being found in colleges and universities. General office clerks were found in colleges and universities. General office clerks were found in four of the selected industries, totaling almost 1,300 jobs, with colleges and universities again being the largest source.

Occupations found in three of the 11 industries included cleaning service workers, kitchen helpers and electrical and electronic technicians. The other occupations were found in only one or two of the industries. However, some of these provided a very large number of jobs; for example, waiters and waitresses, found in only one of the selected industries, provided 5,760 jobs, the largest number of jobs in any selected occupation.

Metro North Service Delivery Area

Growth Industries

Office and Computing Machines
Electronic Components and Accessories
Department Stores
Grocery Stores
Eating & Drinking Places
Computer & Data Processing Services
Miscellaneous Business Services
Colleges & Universities
Hospitals
Nursing & Personal Care Facilities
Engineering & Architectural Services

Growth Occupations

Secretaries
Registered Nurses
Cashiers
Nurse Aides
Security Guards
Cleaning Service Workers
Electronic Technicians
Computer Programmers
General Office Clerks
Sales Clerks
Systems Analysts
Cooks
Bookkeepers
Drafters
Bartenders
Electro Mechanical Equipment Assemblers
Psychiatric Aides
Product/Material Testers
Computer & Peripheral Equip. Operators

Metro South/West Service Delivery Area

I. Introduction

The Metro South/West Service Delivery Area (SDA) consists of three cities and 40 towns, of which 35 are in the Boston Standard Metropolitan Statistical Area (SMSA). The city of Marlborough and the towns of Stow, Southborough, Maynard and Hudson are in the Marlborough Labor Market Area (LMA). Hopkinton is in the Massachusetts portion of the Providence-Pawtucket, Rhode Island SMSA; and Littleton is located in the Balance of State - no assigned labor area. Twenty-three cities and towns are in Middlesex County, nineteen in Norfolk County, and one town, Southborough, is in Worcester County. The Metro South/West SDA is bordered on the west by the Northern Worcester and Southern Worcester SDA's; on the east by the Brockton and Bristol County SDA's; and on the north by the Northern Middlesex SDA.

In April 1984, the unemployment rate for the SDA declined to 3.2 percent, a one percentage point decrease from the 4.2 percent unemployment rate recorded one year ago. The Metro South/West SDA unemployment situation appears even stronger considering that Massachusetts recorded the lowest unemployment rate of the ten largest industrial states. The comparison of the SDA rate of 3.2 percent with the national rate of 7.6 percent reveals the employment opportunities that exist within the SDA.

The SDA labor force consists mainly of professional and white collar workers. This labor force is well educated and mobile, with a mean family income of \$32,835.

In addition, the Metro South/West SDA has easy access to excellent transportation facilities including Logan International Airport in Boston, numerous container rail-freight and shipping terminals, and a network of interstate highways to handle the shipping and transportation needs of companies located in the SDA.

Located within the SDA are Routes 128 and 495 which have the heaviest concentration of high technology industries in the state. These highways also afford easy commuting to and from work.

The SDA's proximity to the city of Boston with its financial center, and leading to educational institutions such as MIT and Harvard University also contribute to the area's prosperity.

Thus, the labor force composition, the location, and the density of high technology and defense oriented industries have bolstered the SDA's economy. These combined factors should keep the Metro South/West SDA's unemployment rate the lowest in the State for the foreseeable future.

II. Industry Analysis

A detailed analysis of the Metro South/West SDA revealed twelve industries with very favorable prospects for the future: communication equipment; office and computing machines; electronic components and accessories; electrical goods, wholesale; grocery stores; eating and drinking places; personnel supply services; computer and data processing services; miscellaneous business services; nursing and personnel care facilities; and hospitals.

Ten of these industries have exceeded the overall employment growth rate of 1.0 percent in the Metro South/West SDA between third quarter 1981 and third quarter 1983. This growth occurred despite the fact that the national economy began a prolonged recession in July 1981 that did not meet the established criteria because they represent about 30 percent of Metro South/West manufacturing employment and have recorded dramatic growth through the late 70's and 80's. Both are projected to continue this rapid growth. Since the recession did not have a real adverse effect on the area, overall statistics for the SDA may not show dramatic employment growth compared with the other SDA's in the State. Expectation is that the SDA will continue with steady employment growth.

The Metro South/West has 20 percent of the State's total manufacturing employment. Within the SDA, 69 percent of manufacturing employment is in industries considered to be high technology industries. Just as in the State, manufacturing employment as a share of total employment has declined. The growth industry divisions for the SDA are wholesale and retail trade, and services. Together these industries account for nearly 50 percent of the SDA's employment.

III. Occupational Analysis

Twenty-four occupations which should provide good opportunities throughout the 1980's have been selected. Because of the economic prosperity of the SDA, a wider range of occupational choices exist for residents of the Metro South/West SDA than in many other SDA's.

Metro South/West Service Delivery Area

Growth Industries

Office and Computing Machines
Communication Equipment
Electronic Components and Accessories
Electrical Goods, Wholesale
Machinery Equipment and Supplies, Wholesale
Grocery Stores
Eating and Drinking Places
Personnel Supply Services
Computer and Data Process Services
Miscellaneous Business Services
Nursing and Personnel Care Facilities
Hospitals

Growth Occupations

Electronic Assemblers
Electro-Mechanical Equipment Assemblers
Electronic Technicians
Electronic Wires
Product/Material Testers
Sales Representatives
General Office Clerks
Sales Clerks
Secretaries
Bookkeepers
Cashiers
Waiter/Waitress
Fast Food Preparation Workers
Cooks
Bartenders
Computer Programmer
Systems Analysts
Computer and Peripheral Equipment Operators
Security Guards
Nurses Aides
Psychiatric Aides
Licensed Practical Nurses
Registered Nurses
Clinical/Laboratory Technologists and Technicians

New Bedford/Cape & Islands Service Delivery Area

I. Introduction

The New Bedford/Cape & Islands Service Delivery Area (SDA) consists of the city of New Bedford and the towns of Acushnet, Barnstable, Bourne, Brewster, Chatham, Chilmark, Dartmouth, Dennis, Eastham, Edgartown, Fairhaven, Falmouth, Freetown, Gay Head, Gosnold, Harwich, Lakeville, Marion, Mashpee, Mattapoisett, Nantucket, New Bedford, Oak Bluffs, Orleans, Provincetown, Rochester, Sandwich, Tisbury, Truro, Wareham, Wellfleet, West Tisbury and Yarmouth.

In April 1984, the rate of unemployment fell to a level of 7.4 percent for the SDA. This was the highest unemployment rate of the 15 SDA's. However, last year, during the same month, the rate was 9.1 percent. The 1983 annual average rate was 9.1 percent compared to a 1982 annual average rate of 10.8 percent, demonstrating a gradual improvement in the local economy. It is more emphatic to note that in February of 1982 the rate was 14.1 percent or almost twice as large as the April 1984 rate. Between April 1983 and 1984, both the Massachusetts and the New Bedford SDA rates dropped 1.7 percent.

The New Bedford/Cape SDA unemployment rate is no longer higher than the national unemployment rate. In 1981, the New Bedford/Cape SDA unemployment rate was one point higher than the national rate of 7.6 percent and 1.1 points higher in 1982. The 1983 annual average rate for the New Bedford SDA was 0.5 percent below the national average while the April 1984 New Bedford SDA rate remained 0.4 percent below the national April rate of 7.6 percent.

II. Industrial Analysis

An analysis of the New Bedford/Cape and Islands SDA reveals that the following nine industries have very favorable prospects for future job opportunities: residential building construction; engineering and scientific instruments; machinery, equipment and supplies; wholesale trade; eating and drinking places; insurance agents, brokers and services; real estate agents and managers; miscellaneous business services; legal services; individual and family social services. These industries grew faster than the average rate of 5.6 percent between the third quarter of 1982 and third quarter of 1983.

III. Occupational Analysis

Fifteen occupations were identified as providing good employment opportunities throughout the 1980's. Each of these occupations is projected to grow faster than the 12 percent growth rate for all occupations. In addition, each selected occupation has at least a two percent share of employment within one of the industries identified as having growth potential within the New Bedford/Cape and Islands.

Growth Industries

Residential Building Construction
Engineering and Scientific Instruments
Machinery, Equipment and Supplies
Eating and Drinking Places
Insurance Agents, Brokers and Services
Real Estate Agents and Managers
Miscellaneous Business Services
Legal Services
Individual and Family Social Services

Growth Occupations

Secretaries
Bookkeepers
General Office Clerks
Carpenters
Maintenance Mechanics
Electronic Technicians
Nurses Aides
Bank Teller
Cooks
Waiters/Waitresses
Restaurant Managers
Sales Representatives
Paralegals
Security Guards
Case Workers

Northern Middlesex Service Delivery Area

I. Introduction

The Northern Middlesex Service Delivery Area (SDA) consists of the city of Lowell and the towns of Billerica, Chelmsford, Dracut, Tewksbury, Tyngsborough, and Westford. The SDA is coterminous with the Lowell Labor Market Area (LMA).

In April 1984, the unemployment rate for the SDA fell to 3.9 percent, a significant drop from the 5.5 percent unemployment rate recorded one year ago. The current unemployment picture compares very favorably with other SDA's. Only the affluent Metro South/West SDA posted a lower unemployment rate (3.2 percent). Unemployment rates for the two adjoining SDA's along the New Hampshire border contrast sharply with that of Northern Middlesex. The Lower Merrimack Valley and Northern Worcester SDA's recorded April unemployment rates of 5.6 percent and 5.4 percent respectively. The April unemployment rate in the Northern Middlesex SDA stood over a full percent lower than the seasonally unadjusted statewide rate of 5.0 percent.

The local economy looks even stronger when we consider that Massachusetts recorded the lowest unemployment rate of the ten largest industrial states. The degree of unemployment in the Northern Middlesex SDA contrasts sharply with the national picture where the April unemployment rate of 7.6 percent was nearly double the local rate.

Not only is unemployment low in Northern Middlesex but its relative position has strengthened significantly. Between 1981 and 1983 the annual average unemployment rate dropped from 5.7 percent to 5.5 percent. During this same period, however, the Massachusetts unemployment rate climbed from 6.4 percent to 6.9 percent while the national rate jumped from 7.6 percent to 9.6 percent. While recessionary influences did force the Northern Middlesex unemployment rate up to 7.2 percent for 1982, the rate dropped dramatically during 1983.

We will now focus on some of the reasons why the Northern Middlesex SDA has fared so well and some of the industries and occupations that are most likely to exhibit future growth.

II. Industry Analysis

A detailed analysis of the Northern Middlesex SDA revealed five industries with very favorable prospects for future job opportunities: office and computing machines;

electronic components and accessories; eating and drinking places; computer and data processing services and miscellaneous business services.

All of these industries have demonstrated above average growth rates between the third quarter of 1981 and the third quarter of 1983. This growth occurred despite the fact that the national economy began a prolonged recession in July 1981 that did not officially end until November 1982. Furthermore, all of the industries are projected to show considerable growth at the statewide level between now and 1990.

The Northern Middlesex SDA has a strong manufacturing base. Whereas manufacturing employment represents only 27 percent of private wage and salary employment at the statewide level, it represents nearly half (47 percent) of the 75,000 private sector jobs in Northern Middlesex. Within manufacturing, the durable goods segment accounts for a larger share of employment within Northern Middlesex when compared with the State: 75 percent vs. 70 percent. It is within the respective durable and nondurable goods industries, however, that the different industrial composition can be most easily discerned. In Massachusetts, high technology manufacturing employment represents 39 percent of all manufacturing employment, the highest ratio of all the large industrial states. In Northern Middlesex, a startling two out of every three manufacturing jobs are in high technology industries. In durable goods alone (where over 99 percent of high technology manufacturing is located) 87 percent of the Northern Middlesex jobs are in high technology compared to a still very robust 54 percent figure for the state. The dramatic 13.5 percent job growth in Northern Middlesex between the third quarters of 1981 and 1983, at a time when Massachusetts private sector employment rose by only 3.9 percent, is attributable in large part to growth in the local high technology sector. This growth occurred at a time when the previously booming statewide high technology sector remained relatively flat. The industrial composition of Northern Middlesex left the area very well insulated from the effects of a national recession which adversely impacted such industries as automobiles and steel.

On the down side, the once dominant textile industry continues to see an erosion in employment. Since 1975, the share of textile employment in the area has dropped in half, from 5.5 percent to 2.7 percent.

III. Occupational Analysis

We have selected twelve non-engineering occupations that should provide good employment opportunities throughout the 80's. Each of these occupations at the Statewide level is projected to grow at least 50 percent faster than the 12 percent growth rate for all occupations. In addition, each selected occupation maintains at least a two percent share of employment in one of the five targeted Northern Middlesex SDA industries.

Growth Industries

Office and Computing Machines
Electronic Components and Accessories
Eating and Drinking Places
Computer Data Processing Services
Miscellaneous Business Services

Growth Occupations

Systems Analysts
Computer Programmers
Electronic Technicians
Electronic Assemblers
Product/Material Testers
Computer Service Technicians
Computer and Peripheral Equipment Operators
Secretaries
Security Guards
Waiters and Waitresses
Fast Food Preparation Workers
Cooks

Northern Worcester Service Delivery Area

I. Introduction

The Northern Worcester SDA consists of 23 cities and towns in Worcester County including Fitchburg, Leominster, Gardner and Clinton. In April 1984, the unemployment rate for the SDA of 5.4 percent was dramatically lower than the 8.2 percent rate registered a year earlier. This trend is similar to the one occurring in the Southern Worcester SDA which has seen its unemployment fall from 8.7 percent to 5.0 percent during the same period. The April unemployment rate for the Northern Worcester SDA was just 0.4 percent above the State rate of 5.0 percent. In fact, the monthly unemployment rate in the SDA has not been this close to the state wide average for nearly 3 years. Furthermore, the unemployment rate in Northern Worcester stood well below the April National rate of 7.6 percent.

The sharp improvement in unemployment conditions within the SDA reflect a major recovery from the most recent recession. Between 1981 and 1983, unemployment in the Northern Worcester SDA, increased from 6.6 percent to 8.4 percent. In addition, during the depths of the recession in 1982, the unemployment rate peaked at 12.9 percent in July and averaged 9.7 percent for the entire year. It is anticipated that the current recovery will be strong enough to produce a 1984 annual unemployment rate in Northern Worcester that will be the lowest in three years.

II. Industry Analysis

The list of growth industries presented in this report was obtained by selecting those industries that exceeded the overall employment growth rate in the Northern Worcester SDA between the third quarters of 1982 and 1983 (82 III and 83 III). During this period, the initial stages of recovery from the most recent economic downturn were reflected by a net addition in employment of over 1,100 jobs or 2.0 percent. It should be mentioned, however, that the total employment figure of 58,200 was still approximately 1,200 jobs below the 1981 third quarter levels. Thus, the recovery which began in early 1983 within the Northern Worcester SDA still has some distance to travel before the local economy reaches its pre-recession employment peak. Local officials, economic policy makers and educational planners must carefully monitor more current data as it becomes available in order to assess the magnitude and distribution of future employment growth.

The 14 growth industries which have been identified for the Northern Worcester SDA are indicative of a diverse industrial base. Specific industries in construction,

nondurable goods manufacturing, wholesale trade, retail trade, banking and services all exceeded the rate of total employment growth in the SDA. It should be noted that two important industries, hospitals, and office and computing machines were included even though they fell a bit short of the 2.0 percent growth rate registered throughout the SDA. It was determined that since these two industries accounted for 10 percent of total employment and did experience some employment growth they were likely to be an important source of job opportunities for program graduates. Within hospitals, however, the adverse impact of Chapter 372, the new health cost containment legislation could impede job growth among area health providers. Vocational education planners will need to stay in contact with area hospitals in order to assess the on going effects of Chapter 372.

Another important phenomenon pertaining to recent employment trends was the fact that not one durable goods manufacturing industry exceeded the rate of overall employment growth. Traditionally, this sector has lagged in recovering from economic downturns as employers typically expanded the hours worked before recalling those laid off and before making new hires. However, when recovery does occur, durable goods industries may actually provide a potential source of employment for vocational education graduates. Conversely, if the structural problems which have plagued many durable goods industries such as metal machinery, fabricated metals and furniture manufacturers continue, then even a strong recovery may not be sufficient in restoring vitality to area employers operating in these sectors. Once again, economic policy makers and planners will have to pay close attention to present and future employment developments in these important industries.

As the list of growth industries reveals, the construction sector, both general building and special trade contractors, fared quite well during the 82 III to 83 III period and actually expanded well beyond its 81 III levels. Miscellaneous plastic products, the largest area manufacturer with nearly 5,700 employers returned to its pre-recession levels expanding by 200 jobs.

Retail trade produced five growth industries including building materials and hardware, department stores, grocery stores, drug stores and eating and drinking places. The employment performance of eating and drinking places has been especially impressive as the number of jobs expanded by almost 400 jobs or 12 percent between 82 III and 83 III. The remaining growth industries consisted of wholesale machinery equipment and supplies, mutual savings banks, and nursing and personal care facilities.

III. Occupational Analysis

The list of growth occupations presented in this report was obtained by examining the occupational structure of all growth industries and comparing those identified with employment projections. Any occupation which accounted for a significant share of industry employment (at least 2.0 percent) in the area and which were projected to grow by at least 12.0 percent during the 1980's (the state wide average) were included. Because the primary audience for these planning packages are vocational education and JTPA planners and administrators occupations which clearly required at least a bachelor's degree for entry (e.g. physicians, engineers, etc.) were not included. It should also be emphasized that the analysis used to identify these occupations was strictly demand oriented. An awareness of how existing sources of labor supply in the area, i.e. public and private post secondary institutions, in house training, OJT's, etc. are responding to local labor market conditions is essential if JTPA and vocational education planners are to make appropriate decisions regarding the allocation of training resources.

An examination of the 15 growth occupations reveals that with the exception of sales representatives, and to a lesser extent cashiers and assemblers, the remainder appear to be very industry specific. For example, four occupations, restaurant managers, cooks, restaurant cooks, waiters and waitresses, and food preparation workers are tied almost exclusively to the strong performance of eating and drinking places in the SDA. It should also be noted that each of these four occupations are expected to grow well above the state wide average of 12.0 percent during the 1980's.

The three dominant health occupations are nurse aides, licensed practical nurse (LPN's) and registered nurses (RN's). As noted earlier, the employment impact of Chapter 372 has yet to be determined. Because hospitals tend to use a greater proportion of RN's relative to nursing homes, any adverse effects of Chapter 372 are likely to be more pronounced upon RN's.

The three craft occupations of carpenters, painters and electricians were selected because of the strong performance of the construction sector. While carpenters represent significant employment shares in general building construction, electricians and painters are found primarily among special trade contractors.

The two remaining occupations, bank tellers and plastic extruding operators are also quite industry specific. In fact, tellers represent nearly 40 percent of the 400 jobs located in mutual savings banks. Extruder operators are found primarily among manufacturers of miscellaneous plastics products and account for 300 jobs or just 6 percent of total industry employment.

Growth Industries

General Building Contractors
Special Trade Contractors
(including Painting, Electrical Work, Masonry and Stonework)
Miscellaneous Plastics Products
Toys and Sporting Goods
Wholesale-Machinery Equipment and Supplies
Retail-Building Materials and Hardware
Department Stores
Grocery Stores
Eating and Drinking Places
Drug Store
Mutual Savings Bank
Nursing and Personal Care Facilities
Hospitals*
Office and Computing Machines*

*Grew at slightly less than total employment

Growth Occupations

Carpenters
Painters
Electricians
Assemblers
Extruding Machine Operators, Plastics
Sales Representatives
Cashiers
Restaurant Managers
Cooks
Waiters and Waitresses
Fast Food Preparation Workers
Bank Tellers
Licensed Practical Nurses
Nurse Aides
Registered Nurses

South Coastal Service Delivery Area

I. Introduction

The South Coastal Service Delivery Area (SDA) consists of 22 cities and towns: Braintree*, Carver, Cohasset*, Duxbury*, Halifax, Hanover*, Hingham*, Holbrook*, Hull*, Kingston*, Marshfield*, Middleborough, Milton*, Norwell*, Pembroke*, Plympton, Plymouth, Quincy*, Randolph*, Rockland*, Scituate*, and Weymouth*. Seventeen of the cities and towns (*) are located in the Boston SMSA. Between 1970 and 1980, population in the South Coastal SDA grew by 10.7 percent while the State population increased by a mere 0.8 percent. Dramatic population growth occurred in Plymouth (up 93 percent to nearly 36,000) and Carver (up 189 percent to 7,000).

In April 1984, the unemployment rate of South Coastal SDA fell to 4.6 percent, the fourth lowest of the 15 SDA's. The unemployment rate has remained consistently below the State rate, which stood at 5.0 percent in April.

On an annual average basis, the unemployment rate in the South Coastal SDA jumped a full percentage point from 6.2 percent in 1981 to 7.2 percent in 1982, then fell back to 6.2 percent in 1983. Over this same two year period, the Massachusetts unemployment rate climbed from 6.4 percent to 6.9 percent, while the national unemployment rate jumped from 7.6 percent to 9.6 percent. During 1983, average unemployment in the South Coastal region was over three full percentage points lower than the Nation.

We will now review some of the reasons why the South Coastal SDA has performed so well. We will also identify some of the industries and occupations that offer good future job opportunities.

II. Industry Analysis

Between the third quarter of 1981 and the third quarter of 1983, private wage and salary employment in the South Coastal SDA expanded by 7.7 percent to 130,000, twice the growth rate of the State. Third quarter 1981 was a time when the Nation began a deep and prolonged recession that did not officially end until November 1982. Despite this negative factor, the South Coastal SDA was still able to generate a two percent job gain between the third quarters of 1981 and 1982. The industrial composition of the South Coastal SDA helped to insulate the region from the adverse effects of the national recession. Less than 20 percent of employment is concentrated in the manufacturing sector as opposed to 27 percent for the State. On the other hand, nearly 38 percent of area employment is located in wholesale and retail trade against only 21 percent for the State.

A comprehensive analysis of the South Coastal economy reveals seven nonmanufacturing industries with a favorable long-term outlook: eating and drinking places; grocery stores; commercial and stock savings banks; security and commodity services; business services; hospitals; and general trade construction. One manufacturing industry, ship and boat building and repairing, also shows a favorable long-term outlook. At the statewide level, all these industries, with the exception of grocery stores, are projected to grow at a faster than average rate.

III. Occupational Analysis

We have selected 19 occupations that should provide good employment opportunities throughout the 80's. All but one of these occupations (general office clerk) are projected to grow faster than the 12 percent statewide growth rate for all occupations. In addition, each selected occupation accounts for at least a two percent share of industry employment in one of the eight targeted South Coastal SDA industries.

Growth Industries

Eating and Drinking Places
Business Services
Grocery Stores
Hospitals
Commercial and Stock Savings Banks
Security and Commodity Services
Special Trade Contractors
Ship and Boat Building and Repairing

Growth Occupations

Secretaries
General Office Clerks
Security Guards
Cleaning Service Workers
Waiters and Waitresses
Fast Food Preparation Workers
Cooks
Cashiers
Registered Nurses
Licensed Practical Nurses
Nurse Aides
Therapists
Radiologic Technologists
Medical/Clinical Laboratory Technologists and Technicians
Bank Tellers
Electricians
Carpenters
Plumbers and Pipefitters
Shipfitters

Southern Essex Service Delivery Area

I. Introduction

The Southern Essex SDA consists of 5 cities and 14 towns in Essex County. The five cities are Beverly, Gloucester, Lynn, Peabody and Salem. The 14 towns are Danvers, Essex, Hamilton, Ipswich, Lynnfield, Manchester, Marblehead, Middleton, Nahant, Rockport, Saugus, Swampscott, Topsfield and Wenham.

In April 1984, the unemployment rate for the SDA was 4.6 percent as compared with 5.9 percent one year ago. The current unemployment picture compares very favorably with the other 14 Service Delivery Areas in the state. Only Northern Middlesex, which had a 3.9 percent rate; and Metro South/West with a 3.2 percent rate had lower unemployment rates. These two SDAs have a high concentration of high-tech industries. The April unemployment rate in the Southern Essex SDA was 0.4 percent lower than the seasonally unadjusted statewide rate of 5.0 percent.

Not only is unemployment low in Southern Essex but its relative position has strengthened compared to the state and the nation. Between 1981 and 1983 the annual average unemployment rate increased from 6.0 percent to 6.2 percent. During this same period, however, the Massachusetts unemployment rate climbed from 6.4 percent to 6.9 percent while the national rate jumped from 7.6 percent to 9.6 percent. While recessionary influences did push the Southern Essex unemployment rate up to 7.0 percent for 1982, it then dropped slightly during 1983.

II. Industry Analysis

Between third quarter 1981 and third quarter 1983 Southern Essex manufacturing employment declined by 8.5 percent. Most of the decrease took place in the first half of this time period. Statewide manufacturing employment declined by 5.1 percent. While the manufacturing sector was losing ground, the nonmanufacturing sector was gaining strength especially in the service industries and in wholesale and retail trade. Nonmanufacturing employment in the Southern Essex SDA expanded by 4.7 percent, while for the state it grew by 6.8 percent. Although Southern Essex nonmanufacturing employment growth is not outperforming the state's average, the SDA's resident employment situation is stronger than most other SDAs in the state. The state's employment figures are being propelled forward by dramatic growth in the Northern Middlesex SDA, the Metro South/West SDA and Metro North SDA. Most of the residents in Southern Essex SDA are in commuting distance to at least one of these three SDAs as well as to downtown Boston.

The percentage of manufacturing employment to total employment in Southern Essex is about average for the state. In Southern Essex, manufacturing employment represents 29 percent of the 126,700 private wage and salary jobs while at the state wide level it represents 27 percent. The percentage of two other major sectors in Southern Essex are wholesale and retail trade, 34 percent and services, 24 percent. Statewide these two sectors are 27 percent and 29 percent respectively.

A list of growth industries was obtained by selecting those industries that exceeded the overall employment growth in the Southern Essex SDA between third quarter 1981 and third quarter 1983. This growth occurred despite the fact that the national economy began a prolonged recession in July 1981 that did not officially end until November 1982.

III. Occupational Analysis

The list of growth occupations presented in this report were obtained by examining the occupational structure of all growth industries and comparing those identified with employment projections. All of the occupations accounted for a significant share of industry employment (at least 2.0 percent) and were projected to grow by at least 12.0 percent in the 1980's (the statewide average). Because the primary audience for these planning packages are vocational education planners, engineering occupations and those occupations which clearly required more than a bachelor's degree for entry were not included.

Growth Industries

Electrical Lighting and Wiring Equipment
Eating and Drinking Places
Business Services
Department Stores
Nursing and Personal Care Facilities
Residential Building Construction

Growth Occupations

Waiters/Waitresses
Fast Food Preparation Workers
Security Guards
Cooks
Carpenters
Electricians
Cashiers
Nurse's Aide/Orderlies
General office Clerks
Bookkeepers
Licensed Practical Nurses
Electro-Mechanical Equipment Assemblers

Southern Worcester Service Delivery Area

I. Introduction

The Southern Worcester SDA consists of 38 cities and towns in Worcester County and includes Worcester, Milford, Shrewsbury and Southbridge. In April 1984, the unemployment rate for the SDA fell to 5.0 percent, matching the state wide rate. This development represents an impressive turn around from the recent recession, as the Southern Worcester SDA was impacted much more severely. Specifically, the unemployment rate exceeded the statewide average by between 1.0 percent and 2.5 percent throughout most of the recession. The level of improvement is also indicated by the fact that the unemployment rate in the SDA stood 2.6 percent below the national average in April 1984.

The magnitude of the recession's impact is illustrated quite clearly by a review of recent unemployment data. Between 1981 and 1983 the unemployment rate in the Southern Worcester SDA increased from 6.5 percent to 7.9 percent. Furthermore, during the depths of the recession in 1982, the unemployment rate peaked at 12.1 percent in July and averaged 9.2 percent throughout the year. This trend is very similar to the one experienced by the Northern Worcester SDA, though not quite as severe. The very favorable unemployment conditions which have existed during the first four months of 1984 combined with the anticipated strength of the current recovery will likely produce a 1984 annual unemployment rate that will be the lowest in this SDA since 1981.

II. Industry Analysis

The list of growth industries presented in this report was obtained by selecting those industries that exceeded the overall employment growth rate in the Southern Worcester SDA between the third quarters of 1982 and 1983. During this period, economic conditions improved considerably, with employment expanding by nearly 4,500 jobs or 3.0 percent. The magnitude of the recent downturn, however, was such that the total employment level of 159,950 was still 2,800 jobs below the 1981 third quarter levels. In particular, the durable goods sector, especially metal working machine shops and machinery manufacturers suffered dramatic employment reversals. Thus the recovery which began in early 1983 within the SDA is still considerably short of the pre-recession employment peak. However, the improving unemployment picture reported during the first four months of 1984 would appear to indicate that the recovery is proceeding in a reasonably vigorous fashion. Local officials, economic policy makers and educational planners must carefully monitor more current data as it

becomes available, especially in the vital machinery manufacturing sector, in order to assess the magnitude and distribution of future employment growth.

The seven growth industries which have been identified for the Southern Worcester SDA include representatives from nondurable goods, high technology, wholesale and retail trade, banking and health services. As was noted previously, the metalworking and machinery manufacturing sectors have yet to rebound from the previous recession. Historically, this sector has lagged behind other industries as employers typically expand the hours worked before recalling those laid off or making new hires. If such a pattern is repeated, as establishments begin making new hires, firms in this sector are likely to be the source of well paying jobs in craft (e.g. machinist, tool and die makers) and metal machine operative occupations. Hopefully, increased orders from both the business and defense sectors will produce this result. Conversely, if the structural problems which have plagued durable goods industries such as metal machine manufactures persist, then even a strong recovery may not be sufficient to return these industries to earlier employment levels.

Within the manufacturing sector, above average growth was registered by the high technology industries of electronic components and communication equipment as well as in miscellaneous plastics products between third quarter 1982 and third quarter 1983. In total, these three industries were responsible for approximately 1,000 new jobs during this period. While employment levels were relatively small in communication equipment (600 jobs), both electronic components (1,450 jobs) and miscellaneous plastics products (4,550 jobs) represented significant shares of the SDA's manufacturing employment base.

Among the remaining industries, substantial growth occurred in wholesale trade, machinery equipment and supplies, department stores, commercial banks and nursing and personal care. Each of these industries grew by at least 5.0 percent between third quarter 1982 and third quarter 1983 and are expected to continue growing throughout the remainder of this year.

III. Occupational Analysis

The list of growth occupations presented in this report was obtained by examining the occupational structure of all growth industries and comparing those jobs identified with employment projections. Any occupations which accounted for a significant share of industry employment (at least 2.0 percent) in the area and was projected to grow by at least 12.0 percent during the 1980's (the statewide average) were included. Because the primary

audience for these planning packages are vocational education and JTPA planners and administrators, occupations which clearly required a minimum of a bachelor's degree for entry (e.g. physicians, engineers, etc.) were not included. It should also be emphasized that the analysis used to identify these occupations were strictly demand oriented. An awareness of how existing sources of labor supply in the area, i.e., public and private postsecondary institutions, in-house training, OJT's, etc. are responding to local labor market conditions is also essential if JTPA and vocational education planners are to make appropriate decisions regarding the allocation of training resources.

Among the nine growth occupations identified in the SDAs electronic assemblers and electronic technicians are tied directly to the high-tech manufacturing industries of communication equipment and electronic components, with the latter serving as the major source of jobs for the two. In addition, wholesale machinery equipment and supplies is the primary originator of employment opportunities for office machine repairers. If the high technology sector can continue to exhibit strong employment growth in the Southern Worcester SDA then job prospects for these three growth occupations should remain favorable.

The remaining occupation in manufacturing, extruder operators is tied directly to the health of miscellaneous plastics products. This industry is especially important to the SDA as it is one of the area's major manufacturers. The ability of this industry to maintain current rates of employment growth will bode well for the job prospects of extruder operators.

With the exception of secretaries, the growth occupations of cashiers, tellers, nurse's aides and LPN's are also very industry specific. Over one half of all cashiers are employed in department stores and grocery stores while bank tellers are obviously tied directly into the performance of banks. Although hospitals were not identified as a growth industry, nurse's aides and LPN's were included because of the above average growth registered by nursing homes and personal care facilities. In addition, unless the impact of Chapter 372 prohibits hiring completely, individuals should also find hospitals as a principal source of job opportunities for nurses' aides and LPN's. The final occupation, secretaries, occurs in a number of growth industries but is especially prevalent in those establishments manufacturing miscellaneous plastics products and electronic components.

Southern Worcester Service Delivery Area

Growth Occupations

Electronic Assemblers
Office Machine Repairers
Electronic Technicians
Extruder Operators, Plastics
Cashiers
Bank Tellers
Secretaries
Nurses' Aides
Licensed Practical Nurses

Growth Industries

Miscellaneous Plastics Products
Communication Equipment
Electronic Components
Wholesale, Machinery Equipment and Supplies
Department Stores
Commercial Banks
Nursing and Personal Care Facilities

6.0 Programs and Services for Targeted Populations

The Carl D. Perkins Vocational Education Act places a major emphasis upon the provision of vocational education programs and services for targeted populations. Title II, Part A of the Act, Vocational Education Opportunities, ensures special attention to these populations by requiring states to expend a "set-aside" percentage of the Basic State Grant for Vocational Education as follows:

22%	Disadvantaged
12%	Adults
10%	Handicapped
8.5%	Single Parents and Homemakers
3.5%	Elimination of Sex Bias and Stereotyping
1%	Criminal Offenders

These percentages represent a slight change from the previous federal vocational education legislation. However, with the exception of the addition of single parents, each of these set-asides assists a population that Massachusetts has treated as targeted or priority. The major alteration in program operations presented by Public Law 98-524 will be the implementation of allocation formulas for disadvantaged and handicapped which are prescribed in the law. These prescribed formulas include a factor for the number of economically disadvantaged, handicapped or limited English proficient students served in vocational education programs by an eligible recipient.

A continuing major goal for vocational education in Massachusetts will be to ensure equal access to vocational education programs for all students. The sub-sections which follow this introduction provide further information about services and programs for each of these targeted populations. In addition, your attention is directed to the section on "Equity" which presents considerable detail on the Commonwealth's policies for promoting educational equity in vocational education.

6.1 Programs and Services for the Handicapped

A. The Massachusetts Department of Education is committed to the United States Department of Education's position that "an appropriate comprehensive vocational education will be available and accessible to every handicapped person." Full realization of this goal required collaborative planning and programming among the various local, state, and/or federal agencies mandated to provide occupational education for handicapped individuals.

The following are a few of the state agencies which met to develop formal cooperation, vocational education planning and service delivery for handicapped persons in the Commonwealth of Massachusetts: the Division of Occupational Education, the Division of Special Education, the Bureau of Adult Services, (all from the Massachusetts Department of Education) and the Massachusetts Rehabilitation Commission, the State Employment and Training Council and the former balance of State CETA.

These state agencies pooled their resources to assess the needs of the handicapped in the Commonwealth. Their efforts resulted in Employment and Training for Handicapped Persons: Statewide Policy (Commonwealth of Massachusetts, 1981). In the process of identifying and addressing issues of importance to the disabled, the task force determined that employment is the most critical concern for this group of citizens. The commitment to assure appropriate and adequate service to the handicapped seeking employment and training will continue to determine the Department's programs for the handicapped.

B. In an effort both to fulfill the intent of Public Law 94-142 in a vocational education setting and to address access and quality issues regarding handicapped individuals pursuant to P.L. 98-524, the Division of Occupational Education has established that the basic goals of programs funded under s.202 (1) of P.L. 98-524 will be:

1. To provide equal access to handicapped students in recruitment, enrollment and placement activities; and

2. To provide supportive services, specialized training or individualized assistance to handicapped students that is directly related to improving the participants' ability to succeed in regular vocational programs. These include intensive skills training programs, cooperative education and apprenticeship programs.

C. Special Education Grants

1. The amounts of non-Federal funds expended for schools operated or supported by the local school district will be maintained if no Federal programs had been approved for these schools.
2. The school committee shall provide children attending private schools at private expense genuine opportunities to participate in the public school special education program, consistent with Paragraph 205.0 and other relevant provisions of the Chapter 766 Regulations, and with s. 113 (b) (1) (c) of P.L. 98-524.
3. Procedures have been established to assure that all programs to the maximum extent appropriate, are delivered in the least restrictive prototype.
4. Procedures have been established to assure that testing and evaluation materials and procedures utilized for the purposes of education placement of handicapped children will be selected and administered in accordance with Paragraph 213 of the Chapter 766 Regulations, and that no single testing procedure or instrument will be the sole basis of placement for a child in Special Education.
5. The local school district assures that it will maintain a comparability of services to the point that all special needs services either provided by the system or purchased that are so offered to children under the jurisdiction of the system will be at least equal to those offered to all other students of the system.

6. All handicapped children of school age (3-21) are currently being served by the local school district; as other children in this age group are identified through mandated child search activities, they are provided with appropriate educational opportunities. P.L. 94-142 funds will be used for first and second priority (unserved and underserved) children.
7. The local school district shall insure that documentation in support of all parts of this Plan -- administrative, programmatic, and fiscal -- shall be kept on file in one central location. The local school district shall provide such documentation to all authorized Federal and State personnel.
8. Vocational education funds used for the handicapped will be consistent with the Education of the Handicapped Act (P.L. 94-142) State Plan and with P.L.98-524.

D. Joint Projects/Outreach

1. The Division of Occupational Education works jointly with the Division of Special Education in several important areas; including the following:
 - a. Participation on the Admissions onsite team;
 - b. The development of a monitoring questionnaire for the admission of handicapped students into selective vocational schools,
 - c. A joint proposal to increase occupational opportunities of handicapped students in area comprehensive high schools.
2. A vocational school representative is invited to participate in the TEAM evaluation of and IEP development for all handicapped students who are being considered for vocational school placement, pursuant to Chapter 766, s.339.2 and P.L. 98-524, s.204 (a) (3) (A) and (B).

3. The Division of Occupational Education participates in an interdivisional Civil Rights Task Force that has a number of responsibilities:
 - a. To insure the implementation of the Methods of Administration (MOA),
 - b. To develop methods to bring about full compliance with Office for Civil Rights (OCR) guidelines in the agency among the schools,
 - c. To revise and improve the complaints system. All department staff who visit schools participate in mandatory civil rights training.
4. As required by the OCR Guidelines, school districts must notify the public about vocational opportunities available within the district. Pursuant to its MOA, the Department regularly monitors this public notification requirement. Such notification will be made at least one year before the students enter the grade level in which vocational education programs are first generally available, but no later than the beginning of the ninth grade.
5. Before the Division of Occupational Education will approve any Admissions Plan, the vocational school must submit for approval a written procedure to notify the public of its admissions policy and for acquainting relevant school personnel with its contents. This policy includes a description of program offerings, requirements for eligibility, for enrollment and a statement of non-discrimination.

E. Evaluation

The Department of Education will continue to develop and utilize appropriate measures for evaluating the effectiveness of programs for the handicapped assisted under P.L.98-524.

6.2 Programs and Services for the Disadvantaged

- A. The Division of Occupational Education is committed to insuring that disadvantaged individuals, including those with limited English proficiency, are provided equal access to the full range of vocational activities (including recruitment, enrollment and placement) and programs offered in the Commonwealth. These programs include intensive skills training, cooperative education and apprenticeship programs.
- B. Additionally, the Division insures that LEA's provide the following to any disadvantaged and/or limited-English-proficient student who enrolls in vocational education programs:
 1. Assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program;
 2. Special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs described in clause (1).
 3. Guidance, counseling and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and
 4. Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.
- C. Equal access is assured primarily through the Division's Grants Management and Application process under "Policies for Promoting Educational Equity" which states that funding for programs is contingent upon enrollments of target populations, including disadvantaged individuals.
- D. In addition to eligible recipients, the Division regularly funds Community-Based Organizations (CBO's) of demonstrated effectiveness to provide vocational programs and services to disadvantaged individuals. Special consideration is given to CBO's which serve the needs of severely economically disadvantaged youth ages sixteen through twenty-one. All CBO's assisted with P.L. 98-524 funds will be a sufficient size, scope and quality to give reasonable promise of successfully meeting the vocational education needs of disadvantaged students.

Assessing Academically Disadvantaged Students

In Massachusetts, it is required that:

each school committee will have the responsibility for evaluating the basic skills competency of each student at the early elementary, later elementary and secondary levels.

and that:

At the secondary level, school committees will have the option of using (1) a basic skills competency test developed by the State Department of Education, (2) commercially available tests from a list approved by the State Department of Education, or (3) locally utilized or developed tests approved by the State Department of Education as being comparable to either (1) or (2).

The academic abilities of all students enrolled in vocational education programs in Massachusetts are assessed on an individual basis in the following academic areas:

Reading
Writing
Listening
Speaking
Mathematics

If a vocational education student has not achieved the minimum standards established by the school district, the student must be provided with an appropriate follow-up instructional program and services. "If, by the beginning of grade 11, a student has not been able to satisfactorily attain the minimum standards of basic skills competency as determined by each school committee, the principal of the school attended by the student shall determine whether the student should be referred for evaluation in accordance with the Chapter 766 Regulations to determine if the student needs special education."¹

In vocational education programs in Massachusetts which are supported under Title II, the Division of Occupational Education will require guidance staff to utilize assessments of a student's academic abilities as well as a determination of the student's interests when counseling and planning with disadvantaged and limited English

¹Basic Skills Improvement Policy and Regulations (January 1979)

proficient students. In addition, the Division will require that a student's interests, a student's demonstrated abilities, and any need for remedial or special services be integrated with a review of the requirements for each student's chosen vocational program. An initial enrollment counseling session and an annual review will be required for each disadvantaged student in a vocational education program funded under Title II of the Vocational Education Act.

6.3 Programs for Adults

Introduction

In Massachusetts education and training opportunities directed toward preparing people to earn a living are available in a very broad range of institutions and activities for adults who have completed or left high school. The postsecondary and adult education system is comprehensive and accessible. It includes:

117 institutions authorized to grant degrees

- 9 independent universities
- 49 independent four year colleges
- 16 independent two year colleges and institutes
- 14 graduate professional schools or institutes
- 3 public universities
- 9 public four year colleges
- 15 community colleges
- 1 municipal two year college
- 1 public technical institute

178 private licensed occupational schools

- 31 public high schools and vocational-technical schools with postsecondary occupational programs or apprenticeship programs

- 16 private apprenticeship programs

- 15 Service Delivery Areas (established under the Job Training Partnership Act) offering training programs

- 23 hospital based nursing programs

In addition, hundreds of classes for adults, many of them occupational, are offered by each of the 351 school districts and many of the community-based organizations and various professional organizations. Adult training and development programs and activities are also provided by both private and public sector employers in the Commonwealth.

These institutions and agencies provide services for a population of 5,737,037 people, of which 75 percent were over 18 years of age in 1980. Of the 3,643,256 people over 25 years of age in 1980, 34 percent had completed four years of high school or a G.E.D. but had not gone on to further formal schooling, while an additional 34 percent had completed one or more years of postsecondary-level training or college.

Responsibility for assessing occupational education and training needs and providing programs and services is shared by numerous public and private agencies--from the Governor's office to the smallest community-based organization. The Division of Occupational Education will participate in the coordinating activities described in this Plan especially in maintaining effective and encouraging communications with other units of the

Department of Education, The Bay State Skills Corporation, the staff of The Board of Regents of Higher Education, the Massachusetts Advisory Council on Vocational-Technical Education, and the State Job Training Coordinating Council. Further detail on coordination activities of the Division is provided in this Plan. The Board of Education will continue to target the resources available for adult occupational programs:

1. Toward the adults who have not completed high school or G.E.D. by providing state and federal funds for short-term occupational skills training programs; and
2. Toward the adults who have completed high school by providing federal funds for short-term occupational skills training programs and for certificate or two-year degree programs.

Adult Programs under P.L. 98-542

I. Purpose:

- A. To provide, expand, and improve vocational education training programs designed for people who have completed or left high school and who need entry-level or upgraded job training or retraining, including apprenticeship training.
- B. To ensure that such training is relevant to labor market needs and projections including retraining employees with new skills required by changes in technology, products, or processes.
- C. To ensure that these programs are made available to people with the greatest need--including the economically disadvantaged, the handicapped, dislocated workers, minorities, those whose English proficiency is limited, single parents, homemakers and displaced homemakers in need of job skills, and workers fifty-five and older.
- D. To ensure that programs provided under the act meet state standards for quality of instruction, materials and equipment.

II. Eligible recipients:

- A. Public regional vocational-technical school districts
- B. Public school districts with five or more state-approved occupational programs

- C. Public vocational-technical institutes
- D. Community colleges
- E. Educational collaboratives

III. Characteristics of fundable programs for adults:

- A. Programs may carry credits toward a degree or certificate or may be short-term training projects targeted at basic entry-level or advanced occupational skills.
- B. Programs must be reviewed to ensure that instructional materials, curricula, and services are free of sexual and ethnic stereotyping.
- C. Programs must provide recruiting strategies for enrolling economically disadvantaged, handicapped, minority, limited-English and female populations.
- D. Programs must provide training for which there is statewide employment demand (as demonstrated by inclusion on the Statewide Employment Demand List) or identified local demand.
- E. Programs should provide, or make cooperative arrangements for, necessary support services, including assessment, guidance and counseling, job development and placement.
- F. Program planning must include information-sharing and appropriate coordination with agencies and institutions that have related responsibilities and resources, including:
 - The local planning agency under the Job Training Partnership Act
 - Adult Basic Education
 - Local schools with postsecondary programs.
- G. Programs must be developed and operated with the active assistance of an advisory committee which has representatives from appropriate concerned groups, particularly business, industry, and labor representatives from the specific occupation.

6.4 Single Parents and Homemakers

I. Purpose:

- A. To provide, expand, and improve occupational training opportunities for adults who have had significant responsibilities in the home, working without wages, and therefore have few marketable employment skills.
- B. To ensure that such training is relevant to local labor market needs, projections and wage scales.
- C. To ensure that these training programs are made available to people with the greatest need as listed in 6.3 I. C. above. Priority in enrollment will be given to "displaced homemakers"--those who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.

II. Eligible recipients

- A. Community colleges
- B. Public Vocational-technical institutes
- C. Public regional vocational-technical school districts
- D. Public school districts with five or more state-approved occupational programs
- E. Educational collaboratives

III. Characteristics of fundable programs for single parents and homemakers

- A. Programs may carry credits toward a degree or certificate or may be short-term training projects targeted at basic entry-level or advanced occupational skills.
- B. Programs must be reviewed to ensure that instructional materials, curricula, and services are free of sexual and ethnic stereotyping
- C. Programs must provide recruiting strategies for enrolling economically disadvantaged, handicapped, minority, limited-English and female populations.

- D. Programs must provide training for which there is statewide employment demand (as demonstrated by inclusion on the Statewide Employment Demand List) or identified local demand.
- E. Programs should provide, or make cooperative arrangements for, necessary support services, including assessment, guidance and counseling, job development and placement.
- F. Program planning must include information-sharing and appropriate coordination with agencies and institutions that have related responsibilities and resources, including:
 - The local planning agency under the Job Training Partnership Act
 - Adult Basic Education
 - Local schools with postsecondary programs.
- G. Programs must be developed and operated with the active assistance of an advisory committee which has representatives from appropriate concerned groups, particularly business, industry, and labor representatives from the specific occupation.
- H. Programs must be designed to provide training that is scheduled conveniently for single parents and homemakers.
- I. Information on day care facilities and services must be collected and made available to single parents and homemakers as part of the recruitment process for these programs.
- J. Where appropriate, programs should make arrangements for field trips or cooperative work experience related to the training provided and to local employment opportunities.

6.5 Programs and Services for Targeted Populations Sex Equity

The Division of Occupational Education continues to support and develop programs, services, (including support services) and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education. In addition to providing schools with technical assistance and curriculum materials which outline workable strategies for recruiting, retaining and placing non-traditional students, the Division annually issues statewide Requests for Proposals for Sex Equity projects. These projects emphasize hands-on vocational exploratory experiences for non-traditional students of both sexes. Pursuant to s. 201 (g) of P.L. 98-524, the Division will fund model projects which target females ages 14-25 and which provide programs, services and activities to enable the participants to support themselves and their families. The Division will continue to provide relevant training and vocational education activities to women and men who desire to enter occupations that are non-traditional for their sex.

6.6 Criminal Offenders

I. Purpose:

- A. To provide, expand, and improve vocational education opportunities for incarcerated persons.
- B. To ensure that such training is relevant to labor market needs and projections.
- C. To ensure that these programs are made available to people with the greatest need - including the academically and economically disadvantaged, the handicapped, minorities, those whose English proficiency is limited, and older persons with limited job skills.

II. Eligible recipients

- A. County Houses of Correction
- B. Massachusetts Department of Correction

III. Characteristics of fundable programs:

- A. Programs may carry credits toward a degree or certificate or may be short-term training projects targeted at basic entry-level or advanced occupational skills.
- B. Programs must be reviewed to ensure that instructional materials, curricula, and services are free of sexual and ethnic stereotyping.
- C. Programs must provide recruiting strategies for enrolling economically disadvantaged, handicapped, minority, limited-English and female populations.
- D. Programs must provide training for which there is statewide employment demand (as demonstrated by inclusion on the Statewide Employment Demand List) or identified local demand.
- E. Programs should provide, or make cooperative arrangements for, necessary support services, including assessment, guidance and counseling, job development and placement.
- F. Program planning must include information-sharing and appropriate coordination with

agencies and institutions that have related responsibilities and resources, including:

The local planning agency under the Job Training Partnership Act

Adult Basic Education

Local schools with postsecondary programs.

- G. Programs must be developed and operated with the active assistance of an advisory committee which has representatives from appropriate concerned groups, particularly business, industry, and labor representatives from the specific occupation.
- H. Programs must require full-time participation of inmates in the training provided.

7.0 Program Improvement, Innovation and Expansion

Title II, Part B of the Carl D. Perkins Vocational Education Act (Public Law 98-524) allows states to select from a total of 25 activities to promote program improvement, innovation and expansion in the manner best suited to carry out the purposes of the Act within the state. Any project assisted with funds made available under this part must be of sufficient size, scope and quality to give reasonable promise of meeting the vocational education needs of the students in the project.

The state of Massachusetts has selected a total of 22 options from Title II, Part B to include in the scope of activities which may be considered for funding. Eligible recipients will complete a local plan for vocational education to encompass the three year period of this State Plan and the local plan will indicate the needs for program improvement.

Then, eligible recipients will complete an annual application for federal funds which will describe in detail the proposed use of funds for the local school district or community college.

In addition to this allocation process, the Division of Occupational Education will also issue Requests for Proposals for certain categories of funds under Title II, Part B: Program Improvement, Innovation and Expansion. These grants will be funded on a competitive state-wide basis and will serve the program improvement needs of all eligible recipients.

A new Grants Management Manual, supplemented with annual updates, will provide to eligible recipients the detailed grants information needed to develop the annual application and to meet the reporting requirements.

The following selected activities which may be supported by federal vocational education funds during the duration of this Three Year Plan are drawn from the Title II, Part B, Program Improvement, Innovation and Expansion. In some cases, explanatory notes have been added to further explain the application of these activities to the Massachusetts vocational education system.

- (1) The improvement of vocational education programs within the state designed to improve the quality of vocational education, including high technology programs as described in Part E of Title III, apprenticeship training programs and the provision of technical assistance. Title III, Part E programs will be funded only if an appropriation for this section of the Act is forthcoming;

- (2) the expansion of vocational education activities necessary to meet student needs and the introduction of new vocational education programs, particularly in economically depressed urban and rural areas of the state;
- (3) the introduction of new vocational education programs particularly in economically depressed urban and rural areas;
- (4) the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote the entry of new businesses and industries into the state or a community;
- (5) exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities;
- (6) the improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults which may include upgrading the skills of (A) employed workers, (B) workers who are unemployed as a result of technological change or industrial dislocation, (C) workers with limited English proficiency; and (D) displaced homemakers and single heads of households;
- (7) the improvement and expansion of career counseling and guidance authorized by Part D of Title III;
- (8) programs relating to curriculum development in vocational education within the state, including the application of basic skills training;
- (9) the expansion and improvement of programs at area vocational education schools;
- (10) the acquisition of equipment and the renovation of facilities necessary to improve or expand vocational education programs within the state;
- (11) the conduct of special courses and teaching strategies designed to teach the fundamental principals of mathematics and science through practical applications which are an integral part of the student's occupational program;
- (12) the assignment of personnel to work with employers and eligible recipients in a region to coordinate efforts to ensure that vocational programs are

responsive to the labor market and supportive of apprenticeship training programs;

- (13) the activities of vocational student organizations carried out as an integral part of the secondary and postsecondary instructional programs;
- (14) prevocational programs; This activity will be realized by the provision of career and occupational information through guidance and counselling efforts and by modernized industrial arts programs which provide a broad based introduction to technology for students with an emphasis upon critical thinking and problem solving skills development;
- (15) programs of modern industrial and agricultural arts; see (14) prevocational programs; support for these programs will be based upon program needs and employment opportunities as documented through the local plan for vocational education;
- (16) support for full-time personnel to carry out section III (b) which shall be paid for from administrative expenses of the state available under section 102 (b); this item refers to support for personnel to carry out activities which promote sex equity and further reduction of sex stereotyping in vocational education;
- (17) placement services for students who have successfully completed vocational education programs (including special services for the handicapped and cooperative efforts which rehabilitation programs);
- (18) the acquisition of high technology equipment for vocational education programs;
- (19) the provision of vocational education through arrangements with private vocational education institutions, private postsecondary educational institutions, and employers whenever such private institutions or employers can make a significant contribution to attaining the objectives of this Act and can provide substantially equivalent preparation at a lesser cost, or can provide equipment or services not available in public institutions; the use of this provision will be determined by an eligible recipient and included in the local plan or amendments to the local plan and in the annual applications for funds with approval of such arrangements subject to the application review process;

- (20) the acquisition and operation of communications and telecommunications equipment for vocational education programs;
- (21) the provision of inservice and preservice training designed to increase the competence of vocational education teachers, counselors and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education;
- (22) the improvement or expansion of any other vocational education activities authorized under Title II, Part A.
- (23) day care services for children of students in secondary and postsecondary vocational education programs. Child care may be made available to parents who would be unable to participate without this service. Child care should be provided through interagency collaboration and the resources of other human service agencies (e.g. Department of Welfare) should be directed toward this need. If child care needs cannot be met with other resources, then Title II, Part B funds may be utilized in proportion to the needs of actual program enrollees.

Additional detail by specific program improvement grouping is provided in the sub-sections which follow this introduction. Some of these specific programs (e.g., research, curriculum development) will be funded as state-wide activities; but all activities will be concerned with the improvement of programs operated by eligible recipients.

7.1 Personnel Development

The Division of Occupational Education through the Office of Professional Development coordinates and provides several interrelated activities, courses, seminars, conferences and competency testing needed by vocational personnel to effectively achieve their professional objectives. The progress of each vocational educator towards approval is carefully monitored by the Office of Professional Development as is the maintenance of vocational teaching credentials. Competency testing in the various occupational specialties is conducted to ensure the appropriate levels of knowledge and skills in the various trade or technological areas, and courses that meet certification and licensure requirements or that maintain teaching credentials are developed in cooperation with the teacher training institutions.

Professional development projects are designed to accomplish the following:

1. Update the competencies of vocational instructors focusing on new or emerging technologies.
2. Improve teaching and guidance competencies
3. Share promising practices and
4. Disseminate resources

The following items are provided as examples of activities planned to address the assessed new and recurring needs of vocational educators:

- o expand the competency testing program for vocational teacher applicants to include all trade and technical fields and to increase the supply of items in the test bank to ensure valid and reliable testing;
- o initiate the development and administration of basic skills testing to cover the communication skills of reading and writing for vocational teacher applicants;
- o develop an intensive Vocational Teacher Awareness Training for new teachers;
- o upgrade the basic academic proficiency of current and potential vocational teachers in the communication skills;
- o improve the knowledge and skills of current and potential vocational teachers in the areas of science and mathematics;

- o design strategies for the recruitment of new vocational teachers including cooperative arrangements with business and industry;
- o provide summer work experiences to update the knowledge and skills of practicing vocational teachers;
- o promote professional development of vocational educators through annual conferences to update occupational, technological, and pedagogical skills as well as the sharing of promising practices;
- o monitor the continuing development and administration of performance based vocational teacher education at approved institutions of higher education

7.2 Curriculum Development

The development and utilization of up-to-date curricula and related instructional materials is a key ingredient needed to maintain an efficient and effective delivery system for vocational education. This endeavor is a cooperative venture involving local education agency personnel, primarily teachers, as the managers of instruction; business, industry, and labor representatives as significant contributors to the validation and evaluation stages; and the state Department of Education in a leadership role to synchronize all elements of this process. The cornerstones of this system are the operation of the Massachusetts Vocational Curriculum Resource Center and the Competency Based Vocational Education program.

The Massachusetts Vocational Curriculum Resource Center is responsible for the collection of quality vocational education curricula and instructional materials, including microcomputer software related to vocational programs; making these resources available to Massachusetts vocational educators; providing technical assistance upon request to local education agencies in curriculum development, management, and improvement; and coordinating with other elements of the program improvement network in the provision of in-service training for vocational educators.

The Competency Based Vocational Education program has supported the development of state of the art curricula in seventeen vocational subject areas through the training and development of vocational instructors, the development of curricula by these instructors in a 'paired school' arrangement, the involvement of private sector representatives on the local and state level in the validation stages, and involvement of state Department of Education staff in a leadership role that emphasizes partnership with local school system personnel.

Funds expended during Fiscal Years 1986-1988 to expand on these successful efforts will support programs to:

- continue the activities of the statewide Vocational Curriculum Resource Center with the emphasis upon the collection and dissemination of current vocational curricula and related materials and the inservice training of current and prospective vocational educators;
- provide for an assessment of the current educational and technological quality of vocational curricula to enable students and teachers to meet the challenges of increased technological demands of the workplace;

- conduct dissemination workshops for The Competency Based Vocational Education curricula now under development;
- design and disseminate a safety training curriculum for vocational students across all instructional areas;
- expand the development and field testing of curriculum materials that relate mathematics and science principles to vocational-technical subjects and advance the process of articulation between secondary and postsecondary technical programs;
- support the activities of the technical committees which are described in section 2.7 of this plan, especially the development of new curricula which may follow from the results of the work of these committees.

7.3 Career Guidance and Counseling

I. Description:

Organized programs, services and activities for students about to enter, currently enrolled in, or leaving programs of vocational education which provide assistance for making informed occupational decisions, career decisions, or decisions regarding post secondary education.

II. Purpose:

To promote and assist students to make informed training and career choices; to assist students to acquire self assessment, career planning, career decision making, and employability skills; to assist students to make the transition from education and training to work; to assist students to develop new skills to move away from declining occupational fields and be prepared to enter new and emerging fields in areas such as high technology fields and other fields that may be experiencing skill shortages; to assist students to develop mid career job searching skills and to help clarify career goals; to obtain information on financial assistance for post secondary and vocational education and job training; to provide programs that encourage the elimination of sex, age, handicapping condition, race bias and stereotyping.

III. Use of Funds:

- A. The following kinds of programs will be supported to meet the requirements of P.L. 98-524
 1. To support programs that will provide for assessment of the interest abilities and special needs of students to determine potential for success in a vocational education program.
 2. To support programs that provide for the improvement and expansion of career counseling and guidance.
 3. To support programs that encourage recruitment, provide job search assistance, counseling, remedial services and information and outreach programs designed to encourage and assist males and females to take advantage of vocational education programs and services with particular attention to reaching women, older workers, individuals with limited English proficiency, the handicapped, and the disadvantaged.
- B. Reducing sex bias, stereotyping and discrimination in guidance and counseling information and services.

1. Support programs to provide preservice training designed to increase the competence of vocational education teachers, counselors, and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education.
2. To support programs that encourage recruitment, provide job search assistance, counseling, remedial services, information and outreach programs designed to encourage and assist males and females to take advantage of vocational education programs and services with particular attention to reaching women, older workers, individuals with limited English proficiency, the handicapped, and the disadvantaged.

C. Providing specialized guidance and counseling and diagnostic and assessment services for any of the following categories: handicapped students, disadvantaged students, limited English proficient students, students enrolled in or considering enrolling in programs not traditional for their sex.

1. To support programs designed to assist students to acquire self assessment, career planning, career decision making and employability skills.
2. To support programs, services and activities to eliminate sex bias and stereotyping in secondary and post secondary vocational education.

D. Promote greater coordination between feeder schools and post secondary institutions.

1. To support collaborative activities such as conferences, workshops, and field trips, which involve personnel from feeder schools and faculty from post secondary institutions.

E. Providing improved job placement or follow-up services for persons leaving vocational education programs.

1. Support strengthening linkages with the Division of Employment Services to maintain updated labor needs information and future labor projections in order to prepare students to develop new skills to move away from declining occupational fields and to prepare to enter new and emerging fields in high technology areas and fields experiencing skill shortages.
2. Provide programs that are designed to assist individuals make the transition from education and training to work.

3. To support programs designed to assist individuals to maintain marketability of current job skills or established occupations.
4. To support programs to establish and expand occupational resource centers.

F. To obtain and use information on financial assistance for post secondary and vocational education and job training for students.

1. To provide programs and/or workshops or information on how to obtain and use information on financial assistance.

G. Support projects which provide opportunities for counselors to obtain further experience in business, industry, labor and support projects which provide opportunities to acquaint students with business, industry and labor market and training opportunities.

1. To support programs for training and retraining of instructional and guidance personnel.
2. To support programs that support curriculum infusion and the development or acquisition of instructional and guidance equipment and materials.

7.4 Vocational Student Organizations

Vocational Student Organizations are defined as those organizations for vocational education students whose activities are an integral part of the secondary and post secondary instructional program.

Four vocational student organizations are currently operating in the Commonwealth: Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), and Vocational Industrial Clubs of America (VICA). These organizations work to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities, overcome sex and race discrimination and stereotyping, and serve students of special populations. Through the support and cooperation of business and industry, job placement and career opportunities are also enhanced.

Distributive Education Clubs of America (DECA)

DECA is designed specifically for students enrolled in Marketing and Distributive Education. The two main objectives of DECA are to further education in marketing, distribution, merchandising and management, which will contribute to occupational competence; and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

The Massachusetts Association of DECA was chartered as part of the national organization in 1960. DECA members develop leadership characteristics; vocational understanding necessary to compete in marketing, merchandising and management careers; self-confidence and self-esteem; the highest ethical standards in personal and business relationships; greater proficiency in communication; a healthy, career-oriented, competitive spirit; and social, civic and business responsibility.

Competency Based Competitive Events serve as vehicles for students to demonstrate acquired competencies and receive recognition and awards at district, state and national levels. Career Development Conferences evaluate the students' development of essential competencies needed in preparing for, and advancing in, marketing, merchandising and management careers. Thousands of students and business people interact regularly, through the Program of Competitive Activities. Massachusetts DECA offers students an opportunity to participate in twelve leadership and career development conferences annually. An average of 2,700 members take part in these annual activities.

DECA offers workshops, seminars and publications which contribute substantially to the development of required competencies and motivate students to assume responsibility for personal leadership. Members are encouraged to be both leaders and followers. They also share a common bond because they have mutual interests, aspirations and goals.

The business community and DECA work together very closely in the best interest of the student members. The National Advisory Board of DECA offers business people and companies an opportunity to assist on the national level.

Businesses in Massachusetts may get involved by joining the MASS-DECA (State) Advisory Board. The state Advisory Board provides career and technical assistance, job opportunities and support to the student members of Massachusetts DECA.

Future Homemakers of America/Home Economics Related Occupation (FHA/HERO).

The goal of this vocational student organization is to help youth assume their roles in society through home economics education in areas of personal growth, family life, parenting, vocational preparation and community involvement.

Office Education Association (OEA).

The Office Education Association (OEA) is a vocational student organization designed to serve the needs of business and office education students. The Massachusetts Office Education Association (MOEA) was founded in 1973 as a non-profit educational organization. The purpose of MOEA is to serve as a co-curricular learning experience for students enrolled in a business and office education program. MOEA is a chartered state chapter of the Office Education Association (OEA), the national parent organization.

Annually, the Massachusetts Office Education Association (MOEA) conducts fall and spring leadership conferences which are attended by many local delegates. State competitive event winners are then eligible to represent Massachusetts at the Annual National OEA Conference, usually held in May.

Vocational Industrial Clubs of America - VICA

Created specifically for students enrolled in trade, industrial, technical and health occupations education, VICA's purpose is to complement the students' skill training with club activities, which are an integral part of the instructional program, to foster the development of such personal qualities as leadership, citizenship and character as well as the development of high standards of trade ethics, workmanship, scholarship and safety.

The Massachusetts Association of the Vocational Industrial Clubs of America was chartered in 1971 as part of a National Organization created by teachers of vocational education as a leadership development training vehicle for students. It is through VICA that students gain the confidence, skills and experience that lead to positive attitudes toward work and themselves. Through participation in VICA, students have opportunities to develop communication, organization, teamwork and leadership skills by running their own clubs, electing officers, setting their own goals and establishing a program of work complemented by a calendar of activities each year.

VICA's Skill Olympics, a program of competitive events, based on entry level job skills exists for the purpose of recognizing vocational education students who excell in the occupational areas for which they are being trained. Industry involvement in the Skill Olympics program is essential. Experts from various trade areas donate their time to serve as contest judges and as technical committee members who assume the responsibility for selecting the skills which are to be judged, determining the format of the contests and establishing the standards by which the contests are judged.

The link between potential employers of VICA members and vocational teachers is vital if the students are to be successfully prepared to enter the world of work. Communication between education and industry ensures vocational education's ability to identify current industry needs, emerging occupations, and changing technologies. The student contestants in the Skill Olympics benefit from educational and employment incentives. Through the Skill Olympics program students become highly motivated to learn in the classroom. Participation also leads to direct student-to-employer interaction and above all, the students learn to take pride in their achievements.

VICA's Vocational Initiative and Club Achievement Program is an individualized program designed to evaluate the students' development and mastery of essential competencies in both occupational training applied leadership and communication skills. Students progress through the program by climbing a ladder of recognition and successes as they concentrate on work habits, skill improvement and research in their field.

Massachusetts VICA offers students an opportunity to participate in ten skill and leadership development conferences each year. Through these conferences students benefit from close contact with persons in business and industry by participating in industry update seminars, training programs and workshops sponsored by Massachusetts Industry.

Massachusetts VICA actively seeks involvement with the MASS-VICA Leadership Foundation by Massachusetts Industry through membership on the Mass-VICA Sponsoring Committee and Board of Directors. The sponsoring committee and Board of Directors provide the necessary training and funding, job opportunities and technical assistance which ensures curriculum relevance in preparatory programs.

Massachusetts VICA is currently working toward the development of a network of inservice teacher training designed to assist the teachers of vocational education with the successful integration of a VICA program of work and a curriculum of trade skills. Through the program teachers will be able to combine VICA and shop experiences that will bring positive attention to vocational education students.

VICA's value as a motivational and incentive tool for effective learning and teaching is unlimited.

Future Farmers Of America (FFA)

The Massachusetts Association of Future Farmers of America is an association of affiliated chapters in schools having organized instruction in vocational agriculture/agribusiness under the provisions of the Smith-Hughes and other Federal-State Vocational Education Acts. More than one chapter may be chartered in a school when deemed appropriate by the State Executive Committee.

I. The purposes for which this Association is formed are as follows:

- A. To develop competent, aggressive, rural, and agricultural leadership.
- B. To create and nurture a love of country life.
- C. To strengthen the confidence of agricultural young men and women in themselves and their work.
- D. To encourage the intelligent choice of agricultural occupations.
- E. To encourage members in the development of agricultural jobs.
- F. To encourage members to improve the agricultural home and its surroundings.
- G. To participate in worthy undertakings for the improvement of agriculture.
- H. To develop character, train for useful citizenship, and foster patriotism.
- I. To participate in cooperative efforts.
- J. To encourage and practice thrift.
- K. To encourage improvement in scholarship.
- L. To provide and encourage the development of organized rural recreational activities.
- M. To encourage vocational education in agriculture in the public schools of the Commonwealth of Massachusetts.

The competitive events calendar runs from April and runs through March culminating at the State Convention. The Comprehensive Competitive Events schedule includes Agricultural Skills, Leadership Training, and Public Speaking. Additionally, each local FFA Chapter conducts its own Competitive Skills Events and Annual Recognition Banquet.

7.5 Exemplary and Innovative

There will be three major ingredients for exemplary and innovative programs funded during the life of this Plan:

- (a) an emphasis on new and emerging technologies;
- (b) development and implementation of instructional programs and activities which focus on the principles that underlie technology;
- (c) a strategy for the active dissemination of program results. The findings which emerge from exemplary and innovative programs will be processed through other elements of program improvement, especially personnel and curriculum development.

Specific topics which will receive consideration for funding under this category include projects which:

- o develop and field test model instructional programs in which students in vocational-technical schools learn, through a systems approach, the principles which underlie the operation of modern machinery and equipment utilized in technology-dominated occupations;
- o develop and field test a model instructional program in which 11th and 12th grade students in a comprehensive school learn, through a systems approach, the principles which underlie the operation of modern machinery and equipment utilized in technology-dominated occupations;
- o develop and field test instructional programs in new and emerging occupational areas;
- o expand occupational offerings in rural or in economically depressed areas to reflect labor market demand or an opportunity to attract new industries;
- o demonstrate the effective operation of communications and telecommunications equipment in vocational programs;
- o demonstrate the effective application of interactive instructional technology (e.g. videodisc and microcomputer) to vocational programs;

7.6 Research

Research priorities for vocational education in Massachusetts are established on an annual basis. Some research activities derive from a consistent need to assess and analyze vocational education program results (e.g. follow-up studies of program completers). Additional research projects arise from the annual needs assessment conducted by the Division's Bureau of Planning, Research, and Evaluation. These research goals are established from a survey of individuals, agencies, and organizations with a related interest in vocational education and from analysis of the research needs of local education agencies as expressed in their local plans for vocational education. Finally, Division staff monitor research findings from other states and from regional and national research organizations.

The following list of activities is provided as an illustration of anticipated or recurring needs for research. These needs may be addressed through a solicitation for contract, cooperative study with other state or local agencies, or by the direct efforts of Division staff.

- Follow-up studies of completers of vocational education programs in three 'streams':
 - secondary
 - postsecondary (Chapter 74)
 - community college
- Studies of the satisfaction of employers with graduates of vocational education programs.
- Analysis of the utilization of local program advisory committees.
- Study of safety and health needs by specific occupations as applied to program evaluations, administrative concerns, and the training needs of vocational students.
- Analysis of new and emerging occupations for relevance to vocational education.
- Analysis of current occupational areas which require such research based upon a review of program evaluation reports.

8.0 Special Programs

Title III of the Carl D. Perkins Vocational Education Act (Public Law 98-524) authorizes special programs under five parts as follows:

PART A - State Assistance for Vocational Education Support Programs by Community-Based Organizations

PART B - Consumer and Homemaker Education

PART C - Adult Training, Retraining and Employment Development

PART D - Comprehensive Career Guidance and Counseling Programs

PART E - Industry-Education Partnership for Training in High Technology Occupations

It must be noted that at the date of the preparation of this document, a request by the United States Department of Education to the United States Congress for appropriations to implement Public Law 98-524 has included only Part B - Consumer and Homemaker Education of Title III. Programs authorized under Title III of the Carl D. Perkins Vocational Education Act will be operated as funds are appropriated for such programs.

The sub-sections that follow provide descriptions of the purpose and use of funds for each part.

8.1 Support Programs by Community Based Organizations*

I. Purpose:

To promote outreach programs to facilitate the entrance of youth into a program of transitional services for subsequent entrance into vocational education, employment or training; to provide programs for supplemental job development and basic skills support services conducted in cooperation with business concerns; to provide supplemental vocational preparation programs targeted to inner city youth, non-English speaking youth and youth of other urban and rural areas having a high density of poverty who need specialized vocational education programs; to provide career intern programs; to provide programs for assessment - students needs in relation to vocational education and jobs; to provide guidance and counseling to assist students with occupational choices and the selection of appropriate vocational education programs.

II. Use of Funds:

The following kinds of programs will be supported to meet the requirements of P.L. 98-524.

- A. To provide remedial education for students enrolled in a vocational education program.
 1. To support programs by community based organizations that are designed to give special consideration to the needs of severely economically and educationally disadvantaged in school youth.
 2. To support programs with community based organizations for the provisions of vocational education services to single parents and homemakers.
 3. To support programs in areas of the State in which there is an absence of sufficient vocational education facilities or in which vocational education programs do not adequately address the needs of disadvantaged students or wherever the community based organization can better serve disadvantaged students.

*These special vocational education programs will be supported by Federal vocational education funds only if funds are appropriated for the purposes of Title III, Part A of P.L. 98-524.

- B. To provide guidance and counseling to assist students in making occupational education choices and to help them in their selection of appropriate vocational education programs.
 - 1. To support transitional services such as attitudinal and motivational training programs.
 - 2. To support programs that will provide for assessment of students' needs in relation to vocational education and jobs.
- C. To provide racial and linguistic minority youth with remedial education services directly related to occupational education program completion.

To support outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training.

8.2 Consumer and Homemaking Education*

A. Description:

Organized educational programs, services and activities which encourage both males and females to prepare for the occupation of homemaking and for combining the roles of homemaker and wage earner.

B. Priorities:

Programs in consumer education, food and nutrition, family life education, parenting education, child development and guidance, housing and home management, and programs to prevent child abuse, spouse abuse, and substance abuse.

C. Requirements:

1. Encourage participation of both males and females to prepare them for combining the roles of homemaker and wage earner.
2. Must reflect the development of new instructional curricula based on sex-fair content and changing career and homemaking patterns for men and women.
3. Give specific consideration to cultural awareness and economic, social and bilingual needs in economically depressed areas.
4. Encourage programs that initiate collaborative arrangements with one or more community agencies to develop and implement programs to meet the needs of one or more of the following groups: the aged, young children, single parents, handicapped persons, new parents such as pregnant and parenting teens and refugees who are unfamiliar with American culture. Collaboration is especially urged with health care delivery systems and with programs providing services to courts and correctional institutions.

*These special vocational education programs will be supported by federal vocational education funds only if funds are appropriated for the purposes of Title III, Part B of P.L. 98-524.

8.3 Adult Training Retraining, and Employment*

- A. Purpose: To provide, expand, and improve vocational training for adults whose employment opportunities are limited because of technological change, plant closings, layoffs, insufficient training, limited-English proficiency, age, or sex.
- B. To ensure that vocational training programs offered under this part are directly related to current labor market information and local employment demand.
- C. To encourage adults in the labor force to upgrade their job skills in order to expand their opportunities for better-paying and/or more stable employment and to increase productivity in business and industrial firms in Massachusetts.
- D. To assist employers in providing employee training required by technical changes or economic outlook, including apprenticeship training.
 1. Eligible recipients
 - a. Public regional vocational-technical schools,
 - b. Public school districts with five or more state-approved occupational programs
 - c. Community colleges
 2. Characteristics of fundable programs:
 - a. Programs may carry credits toward a degree or certificate or may be short-term training projects targeted at basic entry-level or advanced occupational skills.
 - b. Programs must be reviewed to ensure that instructional materials, curricula, and services are free of sexual and ethnic stereotyping

*These special vocational education programs will be supported by federal vocational education funds only if funds are appropriated for the purposes of Title III, Part C of P.L. 98-524.

- c. Programs must provide recruiting strategies for enrolling economically disadvantaged, handicapped, minority, limited-English and female populations.
- d. Programs must provide training for which there is statewide employment demand (as demonstrated by inclusion on the Statewide Employment Demand List) or identified local demand.
- e. Programs should provide, or make cooperative arrangements for, necessary support services, including assessment, guidance and counseling, job development and placement.
- f. Program planning must include information-sharing and appropriate coordination with agencies and institutions that have related responsibilities and resources, including:

The local planning agency under the Job Training Partnership Act

Adult Basic Education

Local schools with postsecondary programs.

- g. Programs must be developed and operated with the active assistance of an advisory committee which has representatives from appropriate concerned groups, particularly business, industry, and labor representatives from the specific occupation.
- h. Programs must make arrangements for the provision of career counseling for program participants.
- i. Programs will contain a component of on-the-job training, or internship arrangements, if appropriate.
- j. Funds may be provided for curriculum development, instructional equipment and materials, instructional salaries, and other related services.

II. Methods and Procedures for coordinating programs funded under Title III, Part C with programs of assistance to dislocated workers funded under Title III of the Job Training Partnership Act:

- A. Staff of the Division of Occupational Education will meet with the Massachusetts Industrial Services Program (ISP) to share information concerning start dates for programs, length of programs, and other factors necessary for effective coordination.
- B. All programs designed for dislocated workers will be required to demonstrate that contact has been made with the local Private Industry Council. The eligible recipient must demonstrate that other programs already operating or in the final planning stage have been reviewed to determine how projects funded under this part can be most effectively coordinated.
- C. All programs to be funded from Title III, Part C funds will show evidence of having submitted a copy of the proposal to the appropriate local Service Delivery Area (SDA) Administrators at the same time as submission to the State Board, or earlier. Service Delivery Area administrators will be responsible for arranging for Private Industry Council (PIC) review.

SDA/PIC's will have two weeks to review and comment on proposals after the submission deadline to the Division of Occupational Education. This procedure is required for information sharing and appropriate coordination, and is not a proposal approval process. The Division of Occupational Education will consider all comments received.

8.4 Comprehensive Career Guidance and Counseling Programs*

A. Purpose:

To improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education and employment needs of vocational education students and potential vocational students.

B. Methods:

Provision of organized programs, services and activities for informing students of occupational training and career choices, especially ones that improve strategies for:

1. Identifying, recruiting and enrolling previously or underserved students;
2. Reducing sex bias, stereotyping and discrimination in guidance and counseling information services;
3. Providing specialized guidance and counseling for any of the following categories: handicapped students, disadvantaged students, limited-English proficient students, students enrolled in or considering enrolling in programs that are non-traditional;
4. Providing diagnostic and assessment services for any of the following categories: handicapped students, disadvantaged students, limited-English proficient students, students enrolled in or considering enrolling in programs that are non-traditional;
5. Promoting greater coordination between feeder schools and post secondary institutions;
6. Providing initial interviews for disadvantaged students followed by on going assessment of progress and follow-up;
7. Providing improved job placement or follow-up services for persons leaving vocational education programs.
8. To obtain and use information on financial assistance for post secondary and vocational education and job training.
9. Supporting projects which provide for counselors to obtain further experience in business, industry, labor and projects which provide opportunities to acquaint students with business, industry, the labor market and training opportunities.

*These special programs will be supported by federal vocational education funds only if funds are appropriated for the purposes of Title III, Part D of P.L. 98-524.

C. Requirements:

1. Only projects for persons enrolled in vocational education programs that lead to degrees or certificates below the baccalaureate level are allowed.
2. These funds may be used for program category: Comprehensive Career Guidance and Counseling Programs.

8.5 **Industry-Education Partnership for Training in Technology Occupations***

I. Purpose

- A. To respond to the validated need for skilled workers in the field of technology occupations.
 1. To provide incentives for business, industry, and vocational education to train skilled technicians and workers needed to produce, install, maintain, and operate technological equipment.
 2. To ensure that such programs are relevant to current labor market information, on the state and local level.
 3. To involve those segments of the population, which have been previously underserved or unserved; i.e., women, minorities, displaced homemakers, older workers, the handicapped and the disadvantaged.

II. Authorization of Grants

- A. Funds will be used solely for vocational education programs designed to train skilled technicians and workers in technology occupations (including related instruction to apprentices) needed to produce, install, operate, and maintain technology equipment, systems and processes.
- B. Funds will be utilized in coordination with the Job Training Partnership Act, to avoid unwarranted duplication of effort and ensure maximum cost-effectiveness.
- C. Not less than 50% of the aggregate costs of programs and projects will be provided from non-Federal sources, and not less than 50% of such non-Federal share of aggregate costs will be provided by business and industry. This contribution may be in the form of cash or in-kind. If an eligible recipient demonstrates that it is incapable of providing all or part of the non-Federal portion of costs, the State may designate funds available under part B of this title or funds available from other state sources.

*These special programs will be supported by federal vocational education funds only if funds are appropriated for the purposes of Title III, Part E of P.L. 98-524.

- D. Programs and projects will be coordinated with those assisted under Title II.
- E. Programs and projects will be developed with the active participation of the State Advisory Council for Vocational-Technical Education.

III. Use of Funds

The following kinds of programs will be supported with P.L. 98-524 funds. The thrust of activities will be as follows:

- A. Providing specialized skills training for technicians and workers in technology occupations, such as
 1. Computer electronics technology.
 2. Robotics.
 3. CAD/CAM (computer assisted design/drafting; computer assisted manufacturing/machine)
 4. Laser technology.
 5. Toxic waste disposal/purification.
 6. Biomedical technology.
 7. Automobile technology.
 8. Word/Data processing.
 9. Equipment field service.
 10. Security systems
 11. Fiber optics communications and sensor systems.
- B. Providing related instruction to apprentices in technology occupations.
 1. Coordination with the Federal Bureau of Apprenticeship Training and the State Bureau of Apprenticeship Training.
 2. Articulation between Local Education Agencies and Community Colleges in instructional site selection and program development.
- C. Coordinating with program efforts of the Job Training Partnership Act in order to avoid unwarranted duplication of efforts, and to ensure cost-effectiveness.
 1. The local Private Industry Council will be notified of all proposed programs by the local Service Delivery Area administrator, who will receive a copy of all proposals.

D. Promoting greater coordination between vocational education institutions and private business and industry, by requiring contributions from both, whether in funding or in-kind.

1. Business and industry are encouraged to provide funds and/or
2. Business and industry may provide in-kind contributions such as facilities, equipment, supplies, or donated personnel time.

E. Training and re-training of instructional and guidance personnel.

1. Support programs at the collegiate level for re-training of staff.
2. Support in-service training funded by the Commonwealth In-Servivce Institute.
3. Encourage and support current technical training in industrial settings, with the cooperation of business and industry.
4. Encourage industrial personnel to provide in-service training on-site at educational institutions.

F. Developing or updating curricula.

1. Coordinate with technology industries to develop new curricula or to update existing ones.
2. Encourage the use of the Massachusetts Vocational Curriculum Resource Center to identify current curricula. Require that all projects funded under this part forward a copy of the curriculum to the Curriculum Center.
3. Support the development of Competency-Based Vocational Education curricula for emerging technologies.

4. Require the organization of a Steering Committee in each proposed program; such committee would be staffed with industrial and labor representatives, and would alter and modify each curriculum as technological requirements change, during the life of the project.

G. Providing state-of-the-art technological equipment.

1. Support the purchase or rental of modern, state-of-the-art technological equipment.
2. Support the updating of existing technological equipment.
3. Encourage contributions from industry of loans or corporate gifts of state-of-the-art technological equipment.
4. Encourage articulation between community colleges and area vocational schools for the sharing of state-of-the-art equipment.

H. Providing access to technological training for women, displaced homemakers, dislocated workers, minorities, older workers, the handicapped, the disadvantaged and others.

1. Encourage the participation of public and private agencies and organizations which serve the above populations, in the review of proposed programs.
2. Encourage the participation of these agencies and organizations to provide membership on advisory committees, for funded programs.
3. Encourage the participation of these agencies and organizations to provide supportive services such as outreach, assessment, counseling and placement for students in funded programs.
4. Support funding for all recruitment and selection activities in each program, including salaries for appropriate staffing.

Appendix A

Summary

of

Recommendations From the Public

and Responses of the State Board of Education

Summary
of
Recommendations From the Public
and Responses of the State Board of Education

Recommendation

The state plan should include a provision for a vocational student organization for business education students.

Response

The state plan will include a provision for a vocational student organization for business education students.

Assess needs of state residents with highest incidents of unemployment and indicate how these needs are addressed in the state plan.

The requirement of a new local plan for vocational education will include this assessment. The unemployment rate is one factor in the definition of an economically depressed community which will impact the flow of federal vocational education funds.

Permit the utilization of disadvantaged funds to buy equipment in schools where 75% of students enrolled are economically disadvantaged.

Purchase of equipment will be considered within the context of a specific application from a local school district if the district or school serves the needs of the specific population.

Permit the use of federal funds to modernize industrial arts programs.

An option for the use of program improvement funds will be to modernize industrial arts programs, based upon need to support a broad based introduction to technology for students with an emphasis upon critical thinking and problem-solving skills development.

Recommendation

Provide school/employer linkages and apprenticeship programs for school age parents.

Appoint a full-time agricultural consultant within the Department of Education.

Appoint a Full-time Executive Secretary/Advisor within the Department of Education.

Permit purchase of regular equipment for special needs students.

Provide funds to establish audio-visual libraries in local school districts for the purposes of staff development. Provide funds for substitute coverage for teachers on leave to attend conferences.

Response

Local school districts may utilize guidance and counselling funds under this Plan to provide information about apprentice training to students. The Board of Education will continue to encourage all school districts to provide school/employer linkages.

It is the policy of the Board of Education that the Department provide services and technical assistance to all local school personnel through the staff at the six regional education centers of the Department.

A part-time Executive Secretary Advisor for the Future Farmers of America student organization has been funded and this service will be continued.

Regular equipment may be purchased through the use of program improvement funds.

Staff development funds will be applied through state-wide programs which serve the needs of many local school district personnel. Staff development funds for vocational education personnel development will also be provided through the Department's Commonwealth Inservice Institute for locally initiated projects.

Recommendation

Allow an appropriate follow-up instructional program for vocational education students who have not achieved minimum basic skills.

Response

The section of the Plan which describes services for academic and economically disadvantaged populations responds to this recommendation. All students in programs which utilize disadvantaged funds must be assessed and provided appropriate support services to improve their ability to succeed in a vocational education program.

Link funding and reimbursement to program placement and labor market statistics.

All applications for funding must include labor market justification from state or local sources. Program placement is a key element of the evaluation system and this data will be used to modify programs and to make funding decisions.

Provide middle school and high school pre-vocational programs.

Guidance and counselling funds may be utilized to provide information about careers for which vocational education programs are available.

Provide personnel development and training for targeted groups.

The Massachusetts State Plan will allocate funds to provide training designed to increase the competence of vocational educators with special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education.

<u>Recommendation</u>	<u>Response</u>
Allow local school districts to increase collaboration with private institutions and employers who provide programs at a lesser cost.	Local school districts may include in their application for funds a request to utilize a community based organization to provide support services to students in vocational programs or to contract for instruction in accordance with Federal Regulations.
Allow local school districts to use funds to institute local evaluation programs.	Local school districts are required to conduct self evaluation and monitoring as part of the comprehensive evaluation process. This is not a funding issue.
Include industrial arts programs within exemplary and innovative programs.	This has been accomplished with an option for the funding of a model program for modernized industrial arts.
Allow purchase of equipment with consumer and homemaking funds.	The purchase of equipment with consumer and homemaking funds would only be permitted in extraordinary circumstances based upon priorities for the use of these funds.
Provide funding for an expansion of recruitment and support services in apprentice training for women and minorities.	This recommendation will be discussed with the Department of Labor and Industries with the goal of a joint program between that Department's Division of Apprentice Training and the Division of Occupational Education.

Recommendation

Provide funding to improve and expand the delivery of services and instruction in apprentice training.

Response

The state funds which support programs of instruction for apprentice training will be applied to this recommendation. Federal Funds may be utilized based upon need.

Provide funding of pre-apprentice instruction in new technology skills.

This is an option for local school districts who will be encouraged to use Public Law 98-524 guidance and counselling funds to provide information on apprentice training to students.

Provide internship experience as part of displaced homemaker training programs.

The option of a properly supervised internship as part of the displaced homemaker training programs will be encouraged in our instructions to eligible recipients.

Expand services of displaced homemaker programs to individuals under age 35 including AFDC recipients.

It is the policy of the Board of Education that programs for displaced homemakers be provided to eligible applicants without age limitations.

The definition of eligible applicant for displaced homemaker training should be someone over 35 who has been a homemaker in the house and whose financial support has ceased.

It is the policy of the Board of Education that programs for displaced homemakers be provided to eligible applicants without regard for age.

Recommendation

Timing of displaced homemakers programs should coincide with public transportation schedules whenever possible.

Provide comprehensive guidance and counselling services for students from the pre-teen years through high school.

Eliminate sex bias and stereotyping and monitor equal access to vocational education programs; Provide non sex-stereotyped curricula.

Ensure equal access to vocational programs by teen parents attending alternative schools or participating in such programs in the community.

Provide support services for single parents and their children.

Response

This recommendation will be included as part of the instructions to eligible recipients for funds to operate training programs for displaced homemakers.

Guidance and counselling funds will be available to local school districts to meet a variety of needs.

This recommendation is one of the Board of Education's six goals for vocational education for this Three Year State Plan.

This is a local option which will be monitored by the Division of Occupational Education for equity through the Admissions Plans and other school reports.

Support services for single parents and displaced homemakers are provided through projects operated by the Department of Welfare and the Bay State Skills Corporation. Federal vocational education funds will support specific skills training for these target populations.

Recommendation

Clarify period of time covered by application of local school district for federal vocational education funds.

A workshop should be held to receive input from local school district grants managers regarding any new grants management manuals.

Clarify whether recruitment is a fundable activity.

Request more flexibility in the state plan. Allow local school districts to determine our needs and programs.

The single parent category should include secondary school students with children.

Maintain consumer and homemaking as a major program area for the disadvantaged and handicapped.

The plan should include material for limited English proficient populations.

Response

A local plan for vocational education will be required and will cover the three year period of this Plan. The local application will be an annual submission and will be used to update the local plan.

The Division of Occupational Education will conduct these workshops.

Recruitment is a fundable activity.

Local school districts will determine their needs through the local plan and apply for programs through the application process.

We will work to assure that these students have equal access to secondary school vocational programs.

This recommendation is accepted and will continue a policy that is now in place.

Eligible recipients are required and encouraged to provide support services, guidance and counselling, and skills training to limited English proficient students. The prescribed allocation for disadvantaged funds includes a requirement that these funds be utilized to provide services and training to limited English proficient students in

Recommendation

Permit purchase of equipment for limited English proficient programs.

Provide funds to support additional administrative staff or disciplinary personnel.

Provide funds to support academic instructors who seek to understand vocational education areas.

Provide funds to implement and expand cooperative agreements between local school districts and union apprentice training programs.

Permit the utilization of community based organizations to provide support services to adult populations in vocational training programs.

Response

proportion to their numbers in the population of each eligible recipient.

Purchase of equipment will be considered within the context of a specific application from a local school district if it serves the needs of a specific population.

This would be a supplanting of local funds which is not permitted under federal regulations and is expressly forbidden in the Act (Public Law 98-524)

The Annual Conference For Professional Improvement of Vocational Educators includes a section for academic instructors. The Commonwealth Inservice Institute has non-vocational education funds which could support this activity.

These cooperative agreements will be encouraged by the Department of Education. Any funds required to implement or expand these agreements should be from local sources.

Eligible recipients which provide adult training with federal vocational education funds may utilize the services of community based organizations, as needed, to support such training.

Recommendation

State plan should include incentives for regional planning, resource pooling and joint program offerings by local high schools, regional vocational-technical schools and community colleges.

Consideration should be given by both the Board of Education and the Board of Regents to update the Joint Policy on Occupational Education.

The membership of the new State Council on Vocational Education should reflect an articulation/coordination outlook to serve the individual and and collective interests of regional vocational schools and community colleges.

The state legislature should be urged to make funds available for matching requirements under the Perkins Act.

Response

The local plan for vocational education, which will be required from all eligible recipients, includes a section to describe collaboration with other service deliverers in the recipients' area.

The Board of Education will coordinate with the Board of Regents to review the Joint Policy on Occupational Education and to examine the need to update this document.

The members of the State Council will be appointed by the Governor. The Board of Education would encourage that appointments to the Council reflect the spirit of this recommendation.

Matching requirements for programs funded under Public Law 98-524 will be met by local and state funds expended to support vocational education programs. Public Law 98-524 requires a 100% maintenance of effort each year for the state to remain eligible to receive federal vocational education funds.

Recommendations

Maintain current system that utilizes vocational-technical schools as the main delivery system for first level vocational training.

The local plan for vocational education should contain a section on local coordination with the Job Training Partnership Act.

The Private Industry Council be required to respond in writing that they received the local plans.

The Private Industry Council's written response should be made a permanent attachment to the local plans.

The Private Industry Council should be given 45 days to review and comment on the local plans.

Response

Programs will be funded as appropriate to the needs of the specific populations to be served, the labor market needs, and the capacity of the service provider to accomplish the program goals.

This recommendation is accepted. We will continue to require this section in the local plan.

This recommendation is accepted as we will continue to require this process for the local plan.

This recommendation is accepted and continues a past practice.

The Private Industry Council will be allowed to submit comments on local plans directly to the Department of Education within 45 days of receipt of the plan in this first year of the new Act. In the succeeding years, eligible recipients will be required to provide a copy of the annual application to the Private Industry Council in advance of submission of this application to the Division of Occupational Education.

Recommendation

No postsecondary program should be funded if it duplicates available high school majors or post-graduate instruction available in existing vocational-technical facilities.

The state plan should define a communication mechanism to address the problem of the insufficient use of local school and community college facilities by Job Training Partnership Act agencies.

The state plan should allow as high a percentage of expenditure to be allocated to equipment as federal regulations permit.

Employment situation in Northern Berkshire region should reflect recent and massive plant closings and add Licensed Practical Nurse to the list of demand occupations.

State plan should provide maximum flexibility in planning for services for the handicapped and disadvantaged in local school districts.

Response

The Department of Education will encourage active collaboration amongst all service providers to avoid unwarranted duplication of programs. This is a key element of local planning.

This will be a part of the collaboration section of the local plan which will be reviewed by Job Training Partnership Act agencies.

The purchase of equipment will be permitted as it serves the needs of specific populations to participate fully in vocational education programs and through program improvement funds.

There will be mention of the plant closings as recommended. Although licensed practical nurse does not appear on the list of growth occupations, hospitals are listed as a growth industry. It is recommended that a local employer survey be conducted to further justify an LPN program.

This recommendation is accepted as it is a reflection of the Carl D. Perkins Vocational Act (P.L. 98-524).

Recommendation

Allow funding of same needed activity for several consecutive years.

Continued funding of competency based vocational education curriculum should be stated.

The state should fund curriculum articulation programs between secondary schools and institutions of higher education.

Funds are needed to establish local career resource centers.

Increase funds to support training programs for incarcerated populations.

Response

Public Law 98-524 prohibits the maintenance of programs from year to year. There must be expansion and improvement of a program each year.

The technical committees described in this Plan will perform the initial research which will lead to development of model competency based vocational education curriculum. Seventeen CBVE curricula have already been developed and additional areas will be considered for development.

The state model competency based vocational education curricula includes articulation as one element.

The detailed competency lists will be a significant aid to the articulation process.

This activity will be considered under the guidance and counselling activities.

This activity represents a long standing commitment of the Board of Education. This plan includes funding for training programs for incarcerated populations which exceeds the set-aside requirements of Public Law 98-524. We understand the need and we will work with other state and regional agencies to expand opportunities for this population.

Recommendation

Return to twelve month training cycle for programs for incarcerated populations.

Response

This recommendation is accepted and will be accomplished commensurate with statutory limits on the amount of time to expend federal vocational education funds.

State plan should include a method of assisting in the construction of area vocational education facilities.

Limited funds for program improvement activities do not permit use of funds for this activity. There is a state financial aid structure in place which provides significant reimbursement for construction costs, on a project basis.

Vocational programs in comprehensive high schools should be recipients of continued and expanded funding for programs to train students for gainful employment.

This plan reflects continued funding for expanded and improved programs to serve students in comprehensive schools.

Allow use of funds for local schools to hire personnel to assist vocational instructors to train handicapped and disadvantaged students.

This will continue to be an accepted use of funds.

Programs and personnel should be allowed to continue for more than three years if they are good quality.

It is a requirement of funding that local school districts assimilate quality vocational education programs into locally funded operations at the end of three years of federal funding.

Recommendation

Local school districts should be allowed to spend up to seven per cent of these funds for administrative purposes.

Advisory committees for vocational education should be constituted as subcommittees of local private industry councils.

Objective and evaluative measures should be added to goals section.

The state plan should include a more sophisticated analysis of sub-state labor market information.

Provide funds for administrative support for teacher training programs at institutions of higher education.

Response

In direct costs that are allowable and charged to Federal grants are used by local school districts for administrative purposes related to the grants.

We will encourage joint membership on these two councils to effect the greatest degree of collaboration. The Department of Education will work with the Office of Training and Employment Policy to assume a joint leadership position on this coordination effort.

This recommendation is accepted as reflected in the Three Year State Plan.

A more detailed analysis of sub-state labor market information will be accomplished through the local plan for vocational education.

The Department has funded inservice programs on a state-wide basis through the three institutions of higher education which are active in the training and development of vocational educators.

Funds have also been provided for inservice training of vocational educators through the Commonwealth Inservice Institute.

Recommendation

Response

Administrative support for programs in higher education is the responsibility of the Board of Regents.

Use census data in definition of economically depressed areas.

Public Law 98-524 requires the use of the most current data, including unemployment data, in our definition of economically depressed communities. Each fiscal year we will update the allocation formula with the latest available data.

A representative of community colleges should be included in the appointment of members to the new State Council on Vocational Education.

The members of the State Council will be appointed by the Governor.

Continue support of adult vocational education at regional vocational-technical schools.

Programs will be funded as appropriate to the needs of specific populations to be served, the labor market needs, and the capacity of the service provider to accomplish the project goals.

Continue meeting obligation of construction funds to vocational-technical

The Board of Education will consider all previous obligations as plans for the use of Federal Vocational Education Funds are reviewed and will attempt to continue to meet past priorities for funding provided that such priorities are consistent with the new legislation.

<u>Recommendation</u>	<u>Response</u>
Ensure that information about training opportunities is made available to all to all segments of population.	The Department will work with all eligible recipients and other agencies to accomplish this recommendation. The Massachusetts Occupational Information Coordinating Committee will develop publications for counsellors, other school staff, and the public to reflect this need.
Provide greater funding for vocational agriculture program improvement.	Eligible recipients which offer agricultural education programs may utilize their program improvement funds for this purpose.
Recognize student organizations as an integral part of vocational education in agriculture programs.	The state plan reflects this recognition.
Invest federal funds for vocational agriculture so tha comprehensive high school students are not precluded from program enrollments.	Local school districts may propose new vocational education programs. The application must provide labor market justification on a state or sub-state basis.
State plan should include provision for improvement and development of pre-service and in-service teacher education.	The Department has funded in-service programs on a state-wide basis through the three institutions of higher education which are active in the training and development of vocational educators. Funds have also been provided for in-service training of vocational educators through the

Recommendation

Response

Commonwealth Inservice
Institute.

Administrative support
for programs in higher
education is the
responsibility of the
Board of Regents.

